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Publications

*Legislative Assembly*

# Legislature of Ontario Debates

## **STANDING COMMITTEE ON SUPPLY**

**Estimates, Ministry of the Environment**

**Chairman: Mrs. M. Scrivener**

**OFFICIAL REPORT — DAILY EDITION**

**Third Session of the Twenty-Ninth Legislature**

**Monday, May 28, 1973**

**Evening Session**

**Speaker: Honourable Allan Edward Reuter**

**Clerk: Roderick Lewis, QC**

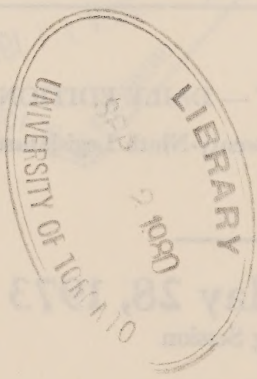
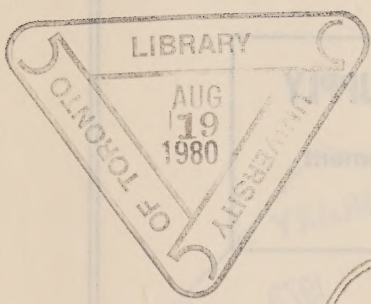
**OFFICE OF THE SPEAKER  
PARLIAMENT BUILDINGS, TORONTO  
1973**





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# LEGISLATIVE ASSEMBLY OF ONTARIO

MONDAY, MAY 28, 1973

The committee resumed at 8 o'clock, p.m.

## ESTIMATES, MINISTRY OF THE ENVIRONMENT

(continued)

On vote 1803:

**Madam Chairman:** The meeting will resume. We were still at item 1, vote 1803, page R36. Mr. Burr was commenting at this point.

**Mr. T. P. Reid (Rainy River):** Madam Chairman, if I may, I would like to raise a point of order before we get into this. At 5 o'clock you called the committee to order and said we would adjourn for the private members' hour. And I understood at that time that you were involved in the private members' hour yourself or I would have said something at that point. But we had the civil servants here and we had the quorum of the committee to proceed. I would suggest that in future, for the general benefit of both ourselves and those upstairs, that we do not adjourn at 5 o'clock on Mondays for the private members' hour but continue until 6 of the clock.

The gentlemen that are here from the civil service have to return. The rest of us, I am sure, were not sufficiently, perhaps, as interested in the private members' hour as we might have been, and I realize that that is sometimes a problem, but once we have people assembled here and we are in full gear, I suggest we might be better off to continue as we were until 6 of the clock.

**Madam Chairman:** Mr. Reid, this committee, last year and again this year, has risen every Monday when it was sitting, in deference to private members' hour, since many of the members do participate in the private members' hour. If you believe in what is involved in private members' hour, then I think you have to give it the proper honour that is required.

**Mr. Reid:** Well, Madam Chairman, I don't wish to extend this debate, but at the same time we now are debating upstairs the

Solicitor General's estimates, I believe. At other times we are debating other estimates of various government departments which are equally, if not more, important. I think it's an imposition on the people who come to these meetings, both civil servants, public, members and so forth. They have to make a choice, as they always do, between upstairs or downstairs. And of course with your beauty and grace, I am sure that most of us would have chosen to remain.

I would respectfully suggest that perhaps the tradition should be changed and you should continue until 6 o'clock, particularly in the latter days of the session as we draw to a close. Hopefully we will be out of here by the end of June and every hour might count, especially in these estimates.

**Madam Chairman:** Thank you for your very thoughtful words, Mr. Reid.

**Mr. F. A. Burr (Sandwich-Riverside):** Madam Chairman, on the point of order, I am inclined to agree with the member for Rainy River that, with the unanimous consent of the committee, it might be well to do this in future.

**Madam Chairman:** Thank you.

**Hon. J. A. C. Auld (Minister of the Environment):** How about going to 11.30 tonight to make it up?

**Mr. Burr:** No—with unanimous consent, yes.

**Madam Chairman:** Thank you very much, Mr. Burr. Would you like to proceed now?

**Mr. Burr:** Yes. I have one or two items.

I was asking about Erco's continued pollution. As far as I could see it, the time I passed by, it was polluting. Could the minister find out how many monitors or instruments are still operating there keeping watch, and what kind of readings they have now?

**Hon. Mr. Auld:** I don't know that we have any monitors in that area inasmuch as there is only the one plant. But we might just have one.

**Mr. Burr:** Well, if you have one, you had better send it back. Mr. Haggerty was by there the same time I was and I think he will tell you that it is not a pretty sight.

**Hon. Mr. Auld:** Twelve permanent stations are located at one mile intervals along three radii from the northeast, east and southeast of the plant.

**Mr. R. Haggerty (Welland South):** What does the reading run at?

**Hon. Mr. Auld:** Wait until I read the whole thing here.

**Mr. Burr:** Is it as bad as that, Mr. Minister?

**Mr. C. J. Macfarlane (Director, Air Management Branch):** I think one of your questions, Mr. Burr, stemmed from the number of monitors in the Port Maitland area?

**Mr. Burr:** Yes, there are twelve, we understand. But what kind of readings have you been getting for the various pollutants?

**Mr. Macfarlane:** They have been diminishing in the last few years. This is particularly true of the fluoride emissions, and has been exemplified by the diminution of the damage to vegetation in the area of Port Maitland itself.

**Mr. Haggerty:** What percentage is it that it's been reduced by?

**Mr. Macfarlane:** The highest station, if I may compare this in 1967, showed above goal levels thirteen times in 1967. And in 1971 and 1972 there were no occasions on which it exceeded the goal levels in fluorides.

**Mr. Burr:** What's the permissible level?

**Mr. Macfarlane:** One part per billion.

**Mr. Burr:** That is what you call the goal?

**Mr. Macfarlane:** Yes.

**Mr. Burr:** But it was thirteen, and now it's down to below one?

**Mr. Macfarlane:** That is correct, sir.

**Mr. Burr:** Thank you. Would you have any information about how many open hearths have been replaced by the basic oxygen furnaces at Great Lakes? I know it is not in this province, but it is of great concern to the people in Windsor. Would you have that information?

**Mr. Macfarlane:** I'm sorry, we don't have the number, but we can certainly get it for you.

**Mr. Burr:** Would you be able to get it for me?

**Mr. Macfarlane:** We can obtain it, yes sir.

**Mr. Burr:** Thank you. I have asked about carbon monoxide levels in buildings before, because in New York City they had reported in past years that levels in highrise buildings were just as great as on street levels.

I have a clipping, from the Globe and Mail, February 27, on New York, which again reports that carbon monoxide levels have been exceeded many times during the season. About the same day there was an account in one of the local newspapers about a family in North York almost asphyxiated by deadly carbon monoxide seeping in, presumably from the garages. Have you any policy for checking this kind of air pollution on a regular basis?

**Hon. Mr. Auld:** What kind, Fred?

**Mr. Burr:** Carbon monoxide from the garages, presumably of highrise apartments.

**Hon. Mr. Auld:** Our responsibility is outside buildings. As I've said before, inside it is Labour if it's in industry—

**Mr. Burr:** That's how you get out of that, is it?

**Hon. Mr. Auld:** Yes.

**Mr. Burr:** Whose responsibility would this be, then?

**Hon. Mr. Auld:** Well, I suppose it would be the responsibility of the local health authority having to do with ventilation and whatnot in the building, or the type of structure or the operating procedures of the garage. You can do the same thing in your house. If you have a garage in a basement and you leave your car on all night and the ceiling leaks a little; or if you have a bad furnace you can have a problem.

**Mr. Burr:** Yes, but that's your own car and your own house, and if you are careless enough your family is the one that suffers. But in an apartment building one person's neglect or the design of the building could harm other people.

**Hon. Mr. Auld:** No, I think the rules are—and they are probably local bylaws, it may



have to do with the national building standards—but I think the rules are that if you have an underground garage it has to be ventilated. It relates to the number of vehicles that might be stored there and whether they are transient.

**Mr. Haggerty:** Is that forced ventilation or just natural ventilation? As long as you have a door down below and a door on top it is ventilated.

**Hon. Mr. Auld:** I don't know, but I would assume it is a combination of both.

**Mr. Haggerty:** You must have exhaust fans there?

**Hon. Mr. Auld:** Yes. And that relates to tunnels and various other things where you have a lot of vehicles at certain times, or perhaps all day. But I really can't answer that because this is not—well, there is no answer. It is not our responsibility, it is—

**Mr. Burr:** Another ministry.

**Hon. Mr. Auld:** Another ministry; or a combination of other ministries.

**Mr. Burr:** We'll acquit you on that one, then.

**Mr. Haggerty:** It's interesting, though.

**Mr. Burr:** Another item. Just recently a new use of magnetism was designed at the Massachusetts Institute of Technology. That's reported in the current issue of Chemical and Engineering News. It applies a sufficiently strong magnetic force to purify water, and sewage, and what concerns us here, to remove 60 per cent of the sulphur from pulverized coal. Now can this method be applied at the mine or at the generating coal pile, and how is that likely to affect Ontario's use of coal?

**Hon. Mr. Auld:** I must say I really don't know, because I didn't know that sulphur could be attracted by a magnet.

**Mr. Burr:** I didn't either, but that is what the chemists are reporting.

**Hon. Mr. Auld:** I am told that we don't know anything about it.

**Mr. Burr:** I don't think any members from Sudbury are here, so I won't start an hour-long discussion but I was wondering whether you have done an analysis of the vegetables grown in the Sudbury area in the past two or three years.

**Mr. Reid:** Haven't touched Eli at all; haven't looked at him at all.

**Hon. Mr. Auld:** In what way?

**Mr. Burr:** What kind of fallout is there? Is the fallout improving? Is it getting worse? Is it still the same?

How does it affect the plant life, in particular the vegetables which would be eaten and are therefore of more interest than flowers?

**Mr. Haggerty:** We are talking about the area between Sudbury and North Bay.

**Hon. Mr. Auld:** We have some data about fallout presently being put together from last winter's snow samples. To my knowledge we have nothing about fruit or vegetables; there are gardens, of course, but it is not a major farming area; and I don't know that Agriculture and Food would be involved either.

**Mr. R. S. Smith (Nipissing):** You have some monitors in that area, don't you?

**Hon. Mr. Auld:** We have been monitoring the snow. We have been monitoring the ground in locations for two years.

**Mr. Reid:** Do you tell people not to eat the yellow snow?

**Hon. Mr. Auld:** We don't have to, really. To my knowledge there has been no basic study of fruit and vegetables in the area. There have been a number of studies on the water and the fish, but they are not really conclusive, as we said last week. In fact, the results of some studies are almost diametrically opposed.

**Mr. Burr:** When a tree is harmed, that is too bad, of course, that is a pity. But if a vegetable garden is being continually polluted by fallout that might be a definite hazard to health, and it seems to me that many people around there must have vegetable gardens. It is a natural thing for people to have. But is there some danger that—

**Hon. Mr. Auld:** I suppose if no hazards to health have been reported from what might be a fallout on a vegetable garden, which in turn created a physical problem—

**Mr. Burr:** That doesn't mean there aren't any.

**Hon. Mr. Auld:** Oh no!

**Mr. Burr:** I am just wondering whether there is something there that perhaps we are overlooking.

**Hon. Mr. Auld:** It is always possible.

**Mr. Burr:** I remember last year asking if you were going to keep a running monitor of the area, between Sudbury and Sturgeon Falls perhaps, and I remember feeling assured that you were going to do this. Now I just forget whether it was for water, air, vegetation—I had the feeling it was all.

**Hon. Mr. Auld:** It was primarily the results of what landed on the ground from the air. It was not related to any specific vegetable or fruit or tree or something. We spent a good deal of time and effort and public money attempting to monitor what came down, not in relation to a cedar tree or a carrot or something, but what landed on the ground in one of our pots. That information is still being collated.

**Mr. Burr:** Have you any results? The people in North Bay, for example, were worried that the higher stack would increase the fallout. Have you any results yet?

**Hon. Mr. Auld:** We had one result which turned out not to be the stack. There were black spots on the laundry one Monday.

**Mr. Burr:** Pardon?

**Hon. Mr. Auld:** There was a report that there were a whole lot of black spots—this was a couple of weeks or a week or so after the stacks were running.

**Mr. Burr:** I mean from your monitors.

**Hon. Mr. Auld:** It turned out to be some careless bugs that were flying over people's laundry. Have we any specific results yet, Mr. Macfarlane?

**Mr. Macfarlane:** Yes, sir, we have results. We have been watching North Bay very carefully and there has been no change whatsoever in air quality in North Bay since the new stack came into being.

**Mr. Burr:** Sturgeon Falls?

**Mr. Macfarlane:** No change there either, sir, that we've been able to discover.

**Mr. Burr:** You mean neither up nor down?

**Mr. Macfarlane:** Neither up nor down.

**Mr. Burr:** What about Sudbury?

**Mr. Macfarlane:** It is so low that it is difficult to determine whether it has gone up or down but it has shown no sign of any changes whatsoever over long periods.

**Mr. Burr:** What about Sudbury itself?

**Mr. Macfarlane:** Sudbury's air quality is markedly improved, sir.

**Mr. Burr:** Where is the stuff going?

**Mr. Reid:** Electro static precipitators. I learned that three years ago.

**Mr. Burr:** Do you export it?

**Mr. R. S. Smith:** What about the area northeast, up toward Lake Timagami? This is the way the prevailing winds blow.

**Mr. Macfarlane:** We have seen no change of air quality in the Lake Timagami area, either. I think the minister was talking about an event which occurred in that area last year. Was it the birch skeletonizers in the North Bay area that you were referring to? There was a belief that there was a deposit from the high stack a couple of weeks after it went into operation. It turned out to be birch leaf skeletonizer waste droppings.

**Mr. R. S. Smith:** Where are your monitor stations located? You had two, I think, in the area; and you were supposed to put in one more when the stack went into use in August.

**Mr. Macfarlane:** Yes, sir, I can give you the date on where in a moment. In Timagami, there are two sulphation candles and two dustfall jars. In the Sudbury airshed, which goes out quite a substantial distance around Sudbury, there are 10 sulphur dioxide monitors, eight high-volume monitors, 16 sulphation candles and 11 dustfall jars. The sites of these I can give, with a little search here, sir.

**Mr. R. S. Smith:** No, I don't think so. I know there are 16. What about the area between North Bay and Sudbury particularly? There are no sulphur dioxide monitors in the northeastern section.

**Mr. Macfarlane:** In North Bay itself, there is a sulphur dioxide monitor and two co-efficient of haze instruments. We had an instrument in Sturgeon Falls, but I can't see it in my list here at the moment. Oh yes, it is in the airshed reading, sir. It is within the 10 that I described as sulphur oxide; there's a monitor at Sturgeon Falls.

**Mr. R. S. Smith:** There are no sulphur dioxide monitors in the Timagami area?

**Mr. Macfarlane:** Yes, there are, sir. Pardon me, there are two sulphation candles which take the place of sulphur dioxide monitors.

**Mr. Burr:** How do they read by comparison with previous readings? Is there any increase there? Or no change?

**Mr. Macfarlane:** There has been no substantial change that we can detect.

**Mr. Burr:** What's your theory then? If the Sudbury air is much better and at Sturgeon Falls, North Bay and Timagami there is no change, where's the stuff going that used to fall on Sudbury? Have you a theory?

**Hon. Mr. Auld:** We have to remember that the technology is pretty good but it is still not perfect. When you get below one part per million, or one part per billion, it becomes an academic exercise. Because the percentage is so small that even if you double it, it still will be very hard to read and it will not hurt anybody.

**Mr. Burr:** Well, is the improvement in the stack itself?

**Hon. Mr. Auld:** Well, improvements in the stack itself mean that the emission is far more dispersed and consequently the volume is very small. If it used to be 100 falling on some point and it is now 10,000 on a 100 places, it is still going out. There is no argument about that, but it is so dispersed that it is not hurting anything, because people and vegetation and so forth can—it doesn't harm them.

**Mr. R. S. Smith:** What about the pH levels in the lake, have there been any variations there?

**Hon. Mr. Auld:** In the Sudbury area?

**Mr. R. S. Smith:** Lake Nipissing and Lake Timagami.

**Hon. Mr. Auld:** Not perceptible. We haven't—Fred might know, but it is still so small, if the pH changed from 6.4 to 6.4378 and if the range of good water is 6.0 to 8.0, then it is a change but a change without a difference.

**Mr. R. S. Smith:** Yes, well, there is some question about that in regards to the—

**Hon. Mr. Auld:** Well, you get into all kinds of things, like more rainfall. The desirable standard for water is, I think, six decimal something to seven decimal something. Within that range the lakes vary naturally, depending on where they are and what the runoff is and what the rock is and so forth. The thing I always remember is that Coca-

Cola has a pH of 3.5 and one of the alkaline remedies for gastric distress is 10.2.

**Mr. Haggerty:** On this new stack they have in Sudbury, do they still have—

**Hon. Mr. Auld:** That is what we consume.

**Mr. R. S. Smith:** Yes, but we are not fish; maybe some of us are!

**Hon. Mr. Auld:** No, fish are far more sensitive. But various kinds of fish can—if it is highly acidic water you find certain species of fish. And that is their natural habitat. But in alkaline water you find a different kind of fish.

**Mr. R. S. Smith:** But the range is not so broad for fish as it is for humans.

**Hon. Mr. Auld:** No. When you get into temperature and the smelts, a few degrees will—

**Mr. R. S. Smith:** In Lake Nipissing we are not worried about smelts. We are worried about the pickerel. And there has been a change in the pH of that lake over the years and there has also been a decrease in the number of fish.

**Hon. Mr. Auld:** I will ask Dave, our water expert, to say something about that.

**Mr. D. S. Caverly** (Assistant Deputy Minister, Water Management): Well, we are just initiating, with Natural Resources and the federal government, an extensive study of the lakes in the Sudbury area—which will extend towards North Bay and down to Killarney—to actually see what is going on and find out what effect, if any, the fall-out is having. Now this is just starting and I think that when the study is finished we'll have a lot of the answers to the questions you are asking.

**Mr. R. S. Smith:** But what are you going to compare it to, if you haven't run studies before; although I know some people in Lands and Forests have?

**Mr. Caverly:** Well, there have been quite a few studies. I think I mentioned that Laurentian University did some. We are going to tie that information together, but to date we haven't done an extensive study of the area. We are just starting it.

**Hon. Mr. Auld:** We will have nothing to compare with, say, 150 years ago. It dates from fairly recent history.



**Mr. R. S. Smith:** I suppose you can compare it with whatever studies have been done?

**Mr. Caverly:** We can compare those lakes to similar lakes in the same sort of geological formations that are outside the Sudbury area. You can do a comparison that way. That's about as close as you could get.

**Mr. R. S. Smith:** Do you mind, sir? This is almost on the same topic; there's no use my waiting and going over it again. About four or five months ago you extended the time of the International Nickel Co. to implement the installation of certain facilities within the stack. Would you explain that?

**Hon. Mr. Auld:** No, what we said was—they had shut down one operation, and because the stack had been built and it was going to take a little while to get some gadgetry in the stack to see, hopefully, what's going up it; and because there was an improvement in the air and they were going to change their operations for the summertime—the growing season, as far as trees are concerned—we said we would permit them to keep the same rate of emissions that they had previously, which were still within the order. We didn't change the 1978 deadline for the phased reduction of the total emissions.

**Mr. R. S. Smith:** But you allowed them to increase their emissions at certain times?

**Hon. Mr. Auld:** No. What we did was we said that since they had reduced some of them in another plant—they had shut down the—

**Mr. R. S. Smith:** The Coniston plant.

**Hon. Mr. Auld:** Coniston one—we would permit the same rate of emissions to carry on as would have been achieved had they had reductions in the two plants.

**Mr. R. S. Smith:** I don't follow your mathematics in that. You permit the same amount of emissions—

**Hon. Mr. Auld:** Yes.

**Mr. R. S. Smith:** —that would have been produced from both plants, even though one was shut down?

**Hon. Mr. Auld:** Which could have been produced from both plants had neither been shut down.

**Mr. R. S. Smith:** Right. In other words, you increased the level of allowable emissions—

**Hon. Mr. Auld:** No.

**Mr. R. S. Smith:** —in the stack? In the big stack.

**Hon. Mr. Auld:** In that one stack.

**Mr. R. S. Smith:** Right.

**Hon. Mr. Auld:** Because as far as the total air quality was concerned, it would still meet the standards—and we were doing the snow sampling which I mentioned a moment ago.

**Mr. R. S. Smith:** The point is, though, that those areas which were receiving the emissions from Coniston—it was a low stack and it affected a smaller area—are fine, but the areas which are now receiving the emissions from the tall stack, the new stack, could have increased emissions from the time the new stack went into use.

**Hon. Mr. Auld:** It might have gone up, in the case of North Bay, from one part per trillion to one part per billion.

**Mr. R. S. Smith:** Yes, but this is a kind of “if” situation. We don't really know that and we don't know the collective effect of it, either, do we?

**Hon. Mr. Auld:** It's very hard to measure some of these things, and there is a capacity of the air to deal with a degree of contamination.

**Mr. R. S. Smith:** Certainly that may be true to a certain extent. Do you know the collective effect? The emission which is coming out of the large stack now is falling over that area outside the Sudbury basin—you know what I mean by the Sudbury basin. There is new emission falling outside that area and it is going to be increased again because of cutting off the Coniston stack and adding that to the high stack. What assurance do you have that there isn't a collective effect from the increased emissions on the areas outside?

**Hon. Mr. Auld:** I don't know that we have any evidence; whether it is in North Bay or in Sault, Michigan, or in California or in Australia.

**Mr. R. S. Smith:** Are you trying to tell me that the emissions from that stack may be, going to Australia?

**Hon. Mr. Auld:** No; I was saying I can't tell you that they aren't.

**Mr. R. S. Smith:** Can you tell me where they are going?

**Hon. Mr. Auld:** Do we have some scientific stuff on this?

**Mr. W. B. Drowley** (Executive Director, Air and Land Pollution Control Division): I don't know if it would be scientific, but let's try and put it in perspective, if we can. The Coniston plant was shut down, so that wiped out so many tons per day of emissions.

**Mr. R. S. Smith:** The whole stack?

**Mr. Drowley:** Yes. There has been no change in the amount of emissions from the Copper Cliff operation. The only difference there has been is that it has gone from a 600-foot stack to 1,250-foot stack. Okay? The iron ore plant, which is the other source in town, had a fixed emission rate per year. Now that has been changed so that during the growing season it has been reduced by roughly a third. And in the non-growing season it remains the same as what it was before. So there has been no increase in the emissions from the 1,250-foot stack; it has remained the same.

The Coniston plant has gone out of operation; the iron ore plant has remained the same in the wintertime, but has been cut back by roughly two-thirds in the summertime. Now that is the easiest way I can explain it.

As far as picking up any changes in air quality either in vegetation or in air monitoring, we have not detected any either in the North Bay area, Sturgeon Falls area or Timagami area. Now mind you, the stack has been in operation six or eight months, something like that. But we have checked it out over that length of time.

**Hon. Mr. Auld:** Can you tell us how you are dealing with very small amounts? What is the technology to measure these? Can you tell an increase from one to two parts per trillion?

**Mr. Drowley:** No, the sensitivity of the measuring devices we have would be in the reliable order of, I imagine, about .001, and that is parts per million; and we haven't been able to detect any significant change in that.

**Hon. Mr. Auld:** And, in fact, getting back to the money in this particular vote, part of it is to buy some new equipment which is a

little more expensive—considerably more expensive—but a little more accurate; something in the order of 75 per cent instead of 50 per cent, I think.

**Mr. Haggerty:** What about the damage to the foliage and that type of thing. Is there any noticeable increase in that? Of course that may not appear until summer. It doesn't appear during the winter months.

**Mr. Drowley:** No, but we did get part of last year's growing season in. As a matter of fact it has decreased, if anything. It may not be too significant for the latter part of the year, but there has been no increase—I can assure you of that. There has been a slight decrease.

**Mr. Reid:** You can measure that?

**Mr. Drowley:** It is measured by visual inspection and test plots that we have in the areas. They have shown a slight decrease, but I wouldn't like to come out and say there has been a decrease until we get another year in on it.

**Mr. R. S. Smith:** Are there tabulated results of the different monitorings, the devices you've used for those. Can we be supplied with the results of the tabulations for perhaps six months before the stack and up until now?

**Mr. Drowley:** I don't know if it would be six months, but it is a year's period of tabulation; and we certainly can get it for you. You can have it; there's no argument about that.

**Mr. R. S. Smith:** For the year prior to the incoming of the stack and since the stack has been in.

**Mr. Drowley:** We can go back to 1968 for you if you want to look at them.

**Mr. R. S. Smith:** I'd like to have both tabulations.

**Hon. Mr. Auld:** As we were saying before supper, always remembering the other factors that might affect vegetation, like rainfall and sunshine and stuff like that, which won't show in our figures really.

**Mr. Drowley:** Not too much, no.

**Mr. Haggerty:** It should show, shouldn't it.

**Hon. Mr. Auld:** There is a certain amount of subjectivity that gets involved.

**Mr. Haggerty:** If I can recall—

**Mr. R. S. Smith:** Within the monitoring device?

**Hon. Mr. Auld:** No, within the visual assessment; how big the leaves are, and stuff like that.

**Mr. R. S. Smith:** Or if they are burnt or stuff like that.

**Mr. Haggerty:** I can recall findings in the town of Port Colborne. Officials had made studies and they certainly found toxic agents from the nickel industry in the different food plants in the area of the prevailing winds. I think the Department of Mines made the studies a few years ago, back in 1961 or 1962.

But I don't know just how serious this problem is in the Sudbury basin. From the information passed on to me here tonight, you seem to have reduced the level of pollutants in the air. Just how much have you reduced it, I don't know.

I am looking at an Ontario environmental news release. I will just read the one section here:

"This area has a sorry history of poor air quality and water quality problems," Mr. Auld said in his letter.

He added: "International Nickel Co. of Canada Ltd. and Falconbridge Mines Ltd. have been ordered to undertake substantial control programmes to disperse and remove airborne contamination."

He said, "There has been recent concern expressed that the lake fish population may be declining because of airborne contamination impairing water quality. Similar conditions in New England and Sweden have never been fully explained."

I can't find that other news release, but I think the minister gave them an extension of two more years on a pollution control abatement programme up in the Sudbury area. Can anybody comment on that?

**Hon. Mr. Auld:** The release in January of this year said we had altered the programme for a period of one year?

**Mr. Haggerty:** I think it was two years.

**Mr. Drowley:** No, that news release was on the iron ore plant, and that was where they would cut back during the growing season to roughly one-third of what their normal output would have been; and actually it was extended for 18 months.

**Mr. Haggerty:** Added around two years.

**Mr. Drowley:** Well, there are two growing seasons in there where they have to be down at the lower rate, and one non-growing season which adds up to a total of 18 months.

**Mr. Haggerty:** Do they have the same process at this new stack.

**Madam Chairman:** Excuse me, Mr. Haggerty, Mr. Burr has the floor.

**Mr. Haggerty:** Well, I think he has yielded to me.

**Madam Chairman:** That was 15 minutes ago when I admitted a casual question, and it has just gone running on.

**Mr. Haggerty:** I thought my name was on that list somewhere; I have been here since 3 o'clock this afternoon.

**Madam Chairman:** No, I don't have your name on the list at this time. You did speak to this subject before.

**Mr. Haggerty:** Pardon? No, I didn't speak to this subject before. Mr. Martel had the floor for two days.

**Madam Chairman:** No, he didn't.

**Mr. Haggerty:** I think the only interjection I threw into that was that he said the fish wouldn't bite, and I said the problem is they are all named Charlie, nobody wants them.

**Madam Chairman:** Well, I think you'd better get this back to Mr. Burr, and if you want I'll put your name down.

**Mr. Haggerty:** Pardon?

**Madam Chairman:** Do you want me to write your name down?

**Mr. Haggerty:** My name has been down there since 3 o'clock this afternoon.

**Madam Chairman:** No, I'm sorry I didn't write your name down.

**Mr. Haggerty:** I came in here to represent Mr. Riddell and I said I wanted to speak. I took it for granted that my name—

**Madam Chairman:** Oh, I'm very sorry; I didn't know that.

**Mr. Burr:** I have only one more question, Madam Chairman. At Hamilton, the Stelco No. 3 open hearth is the one that's still giving trouble. How soon will the basic oxygen furnace be installed and operating?

**Mr. Macfarlane:** I presume, sir, you are referring to the fluoride emissions?



**Mr. Burr:** Yes.

**Mr. Macfarlane:** At present, the company is trying to get out of fluorspar entirely and trying a new fluxing agent to see if we can avoid fluorine emissions entirely.

**Mr. Burr:** You mean they are not going to the basic oxygen furnace?

**Mr. Macfarlane:** No, presently the plan is to continue with open hearth furnaces, controlled, mind you, with electrostatic precipitators to remove the particulate matter; and it is expected that if this programme of conversion is successful that it will remove any fluoride emissions.

**Mr. Burr:** How soon is that expected to be operating?

**Mr. Macfarlane:** They are in test now, sir. The results are not yet out.

**Mr. Burr:** It is installed, but you don't know how good it is?

**Mr. Macfarlane:** That is correct.

**Mr. Burr:** On with the noise, Madam Chairman.

**Mr. Reid:** Does that mean me?

**Madam Chairman:** Well, we aren't ready to start the noise yet, Mr. Burr. My next speaker is Mr. Reid.

**Mr. Reid:** Thank you. A popular choice, Madam Chairman.

**Mr. B. Newman (Windsor-Walkerville):** Speaking for the little people!

**Mr. Reid:** Speaking for the "just folks," Madam Chairman, I would like to make a few general remarks, some philosophical ones, and then if I may break with tradition in these estimates, I would like to ask what the devil you are doing with some of this money that we are voting you.

**Madam Chairman:** Well, we are on item 1.

**Mr. Reid:** Right! Well that is exactly what I am going to speak about, item 1. So you just sit back and relax and we'll get on with it.

I would just like to reiterate something that one of the former speakers mentioned, and that was the difference in philosophy that perhaps we in opposition have and you as the minister have. You said that your feeling in regard to pollution control and taking various companies to court was to force compliance with the orders of the ministry.

**Hon. Mr. Auld:** Achieve compliance!

**Mr. Reid:** Achieve compliance! Well, that in itself, that very choice of words, I think, reveals a fundamental dichotomy between what I see the department doing and what you see it as doing. Perhaps that explains why you are now the minister and Mr. Kerr has gone to Valhalla, or whatever you call it—out to the boondocks somewhere—and is now one of the secretaries for Justice.

**Mr. L. A. Braithwaite (Etobicoke):** You better be careful.

**Mr. Reid:** It just bothers me that Mr. Kerr's approach, when he enunciated it in the Legislature, was to the effect that he looked upon the polluters as almost criminals. He banged the table with his fist—I'll never forget that memorable evening—in a great display of passion, the only one I've seen before or since from the hon. gentleman. He said: "The polluter must pay."

It is perhaps symptomatic that upstairs in the House we are debating the estimates of the Solicitor General (Mr. Yaremko), who is responsible to a large degree for law enforcement in this province. Although many of us would like to see the ordinary citizens, ourselves included, comply with the spirit and letter of the law, it becomes necessary at some point for that law to be enforced by means of court order and by means of fine, and ultimately in some cases imprisonment.

It seems to me, with my admittedly limited experience, that a great number of companies in the pollution control field are going to do only what is demanded, commanded or asked of them by the Ministry of the Environment, by ultimately, at some point or other, bringing them or their cohorts to court and charging them with an offence—if nothing else, for the resulting publicity that comes of any action of this kind.

Under the present law I don't think the fines are severe enough to really bother anybody's financial position. The resulting publicity usually is enough to achieve the compliance that the minister is looking for.

Personally, I think that the minister should temper his approach and balance it a little bit more. Perhaps more court orders, more taking to court, more civil cases or whatever—I'm not a lawyer—would be beneficial in this respect. I don't want to go out after anybody's head any more than anybody else. But it's been my experience that the companies tend to ignore the government to a large extent in pollution control matters, unless they are forced to comply with the government.

Achieving and complying or forcing are two different aspects but I think the minister has to use all the weapons in his arsenal. Sweet reason with a lot of these companies is not sufficient. However, enough said about that.

I want to get down to some specifics about my riding, as we all do. I'm concerned about Boise Cascade, or the Ontario-Minnesota Pulp and Paper Co. located in Fort Frances, in regard to air pollution. My concern takes two directions: One is the emissions from the new kraft mill on the Canadian side of the border and the orders that are currently on that company.

I don't want to go into a great long dialogue, as the member for Sandwich-Riverside did, and I must say I have no evidence of this except from talking to my constituents, but I am informed that there has been a feeling among the populace that bronchial types of diseases or congestion have been exacerbated by the presence of this smoke-stack in Fort Frances. Some of this perhaps is a psychological thing, but we are aware that there are emissions coming out of this mill.

We're aware that the pollution equipment that was originally installed has not been efficient, has not worked to the standards that either the company or the department hoped. I wonder if the minister could shed some enlightenment upon this particular situation.

I'd also like to ask another question in regard to that, while I'm on this particular subject. Boise Cascade uses in its processes a number of gases in the process of converting wood to pulp. Among them are chlorine gas and some other types of gases whose names escape me. This gas is stored in tanker cars located on the premises of the company. We often have either a prevailing southerly or easterly wind. Although I pretend to no expertise on this matter, I understand that if something went wrong, particularly with the chlorine gas tanks, it could cause considerable death and destruction in the immediate vicinity.

Perhaps I could break there and ask the minister the two questions: One involving the emissions from the kraft mill presently—what is being done, what are the plans for the future? We've had this problem for some time. And further, what is your department doing in regard to the gases that are stored in tanker cars on the property?

**Hon. Mr. Auld:** Well, the answer to the first question is that the equipment they installed to get the white particulate wasn't

working very well. I was there, as you know, just last fall—

**Mr. Reid:** Was it the abortive mini-cabinet meeting? Is that what you are referring to?

**Hon. Mr. Auld:** It was a very effective policy field meeting.

**Mr. Reid:** From the opposition standpoint it was, but we will leave that one till later.

**Hon. Mr. Auld:** But the water pollution stuff was working.

**Mr. Reid:** Their pumps keep breaking down.

**Hon. Mr. Auld:** That is another part, but the—

**Mr. Reid:** Always at night!

**Hon. Mr. Auld:** Well, they are just lucky.

**Mr. Haggerty:** They can bypass it by valves, can't they?

**Hon. Mr. Auld:** No. As you know, it is a little more complex than that, because it is a very narrow river.

**Mr. Reid:** But I'm more interested in the smoke—

**Hon. Mr. Auld:** Where is it coming from? As you said, the prevailing winds are southerly, so it's kind of hard to tell whether it is coming from the International Falls side or from our side.

**Mr. Reid:** The smell all comes from the Falls side.

**Hon. Mr. Auld:** I am glad we are agreed on that. The cyclone and scrubber, I think, when I was there, had been in operation a few weeks, and it wasn't working very well. That's not unusual with new machinery and this kind of an operation.

We said they had to meet the rules. But they had spent a good deal of money and we had assumed that the designs they had produced would work—although we were not surprised, I think it is fair to say, Colin, when they didn't work right off the bat, because that often happens. I think that they will work. We're not fooling, but we're not going to haul them into court because on Nov. 1, or whenever it was, the machinery was in operation but not operating well.

**Mr. Reid:** I am after information as to what the present situation is.

**Hon. Mr. Auld:** I will have to ask Colin, because the last I heard was in the middle of April.

**Mr. Macfarlane:** There were several malfunctions when the plant first went into operation. Among them was the poor functioning of the precipitators in the recovery furnace and I think that's pretty well been fixed up now.

But there were also malfunctions in the wood chipper and if I remember rightly they were inundated in Fort Frances with—

**Mr. Reid:** Sawdust!

**Mr. Macfarlane:** Sawdust. I think that's been fixed up now with a backup cyclone system to supplement the one that was in existence.

Then there was a question of finely divided pulp fluff, and there'll be a scrubber—

**Hon. Mr. Auld:** The early snow!

**Mr. Macfarlane:** Yes, sir, the early snow. I think a scrubber to subdue the early snow will be in operation somewhere around July of this year.

**Mr. Reid:** What about the white particulate, the sodium chlorate or—

**Mr. Macfarlane:** The saltcake.

**Mr. Reid:** The saltcake.

**An hon. member:** That's the late snow.

**Hon. Mr. Auld:** No, that's the one in the other part, down close to the river. There were two emissions that weren't under control when I was there, and one was the sulphite pulp. That was up at the plant closest to town. The other part was what you are talking about, and that's in the new—

**Mr. Reid:** Kraft mill.

**Hon. Mr. Auld:** —kraft mill, right down by the river.

**Mr. Macfarlane:** I thought the saltcake was subdued now.

**Hon. Mr. Auld:** There was a considerable amount less than the usual.

**Mr. Reid:** By "subdued" do you mean like a member the next morning after the Speaker's dinner, or do you mean under control?

**Hon. Mr. Auld:** Well, certainly not as far as I was involved that night.

**Mr. Macfarlane:** Under control.

**Mr. Reid:** Perhaps, Mr. Macfarlane, you could let me know about that.

**Mr. Macfarlane:** I certainly will, sir.

**Mr. Reid:** The other question was in regard to chlorine and other gases that are stored in tankers on the property. Are there rules and regulations under your ministry in regard to the handling of this kind of thing, or is that again left up to some other department, like the Ministry of Labour?

**Hon. Mr. Auld:** It's primarily Labour, yes.

**Mr. Reid:** Okay.

I just have two other small items. One is something that arises and has arisen every year in these estimates. When an individual makes a complaint about a company or a process-manufacturing industry, why is it that the company involved is informed by your department as to who made the complaint?

I know this of my own personal experience. I have had calls from companies and industries within my riding, saying: "What the hell are you doing to us? We've heard from the Ministry of the Environment that you are raising hell with them over water or air pollution that we are supposed to be doing."

It doesn't bother me. I have to accept that responsibility and I do. But in a lot of these companies, either mining companies or pulp and paper companies or any kind of industry that may be a potential or possible polluter, the employees are concerned about these problems and might register a complaint themselves. One can understand their desire for anonymity in those particular circumstances.

I just wonder why the ministry feels it incumbent upon itself to inform the management of the company or industry that so-and-so made a complaint about its particular operation.

**Hon. Mr. Auld:** I'm not sure that we always inform the management of an industry of the name of the complainant if we have a complaint. If we are to have a prosecution, as we went through this afternoon, we have to have witnesses. If our inspector is not there—or even if he is, as I guess you said, Mr. Drowley—the courts want to know whether it's somebody a little more unbiased than we are. If we are going to pursue something and go to court, and if we have any muscle dealing with the polluter, then we have got to have some witnesses.



**Mr. Reid:** I am entirely in agreement with that. I can understand when you get a call or a complaint you say: "Who is calling, please?" I can also understand the reluctance on the part of whoever is calling, in some cases if he is an employee of the company, not to own up as to who he is.

I have had two particular cases that I can recall, in which, as I say, I have had a call from the company in which they said: "What the hell are you doing to us? We hear you're raising hell down in Toronto about water pollution or air pollution. Are you trying to put us out of business? You're a helluva representative."

As I say, it doesn't bother me particularly. I just wonder why different divisions within your ministry feel constrained to phone up the company, as they must have done. Or the inspector has gone down and said: "I am here to inspect so-and-so and I'm here because so-and-so made a complaint about you." I don't feel that at that particular stage of the operation it's necessary for the company to know who laid the complaint in the first place.

**Hon. Mr. Auld:** Again, hypothetically, if our man goes to the company and says that we have a complaint about something or other, the first thing that the company might say is that it never happened.

**Mr. Reid:** Yes.

**Hon. Mr. Auld:** Where is the evidence? Our man is going to have to say: "I didn't dream it up. We had a complaint."

**Mr. Reid:** I don't think that applies.

**Hon. Mr. Auld:** They would ask what is the substance of the complaint?

**Mr. Reid:** That's kind of a specious argument now, really. If the inspector is there, he has supposedly the full weight and force of the government behind him and he doesn't really have to give the company any reason for being there. If you need a reason you can use my name in 100 per cent of the cases whether they are right or not. If you need somebody's name to say so-and-so made a complaint, use mine.

**Hon. Mr. Auld:** Can you suggest in court and give first-hand evidence?

**Mr. Reid:** Well, I can't accept that. These people are told, and it's advertised, that if they have a complaint about the air or water they should phone the Ministry of the Environment and the inspectors will come down

and check it. Now you're telling me that the people must leave their name, which is fair and I agree with that. But I don't see why the man has to walk into the manager of Boise Cascade or the manager of Steep Rock Iron Mines or whatever it is and say: "Joe Blow, one of your employees said that at 4 o'clock Thursday morning, in the dark of the morning, you opened the sewers and spilled your effluent into the river instead of going to the settling basin up on the north end of town."

**Hon. Mr. Auld:** I am informed that our people have standing instructions not to give the name of a complainant to the company against which the complaint is lodged.

**Mr. Burr:** Does that include the MPPs?

**Hon. Mr. Auld:** You can make an exception as far as MPPs are concerned.

**Mr. Reid:** Depending on which side of the House he is on.

**Hon. Mr. Auld:** On any side.

**Mr. Reid:** There is no problem. I don't mind, because I accept that responsibility. I know of a number of cases where employees of a company have come to me, and have been worried about this particular thing. I know from my own experience it happens. So I would recommend, gentlemen, that perhaps you send out another bulletin to those people involved that this not be done.

I have two other questions, if I may. Has there been invented or found by research a reasonably cheap, but efficient, means of measuring air pollution for specific substances, that a small municipality, say, like Atikokan where you have specific pelletizing processes from iron mines, or Fort Frances where you have specific kraft or papermill operations? I'm thinking of a device that could measure the kind of particulates that come out of that mill so that the people in the area can again be informed, as they are in Toronto, of some kind of air pollution index.

I know that the monitors you use in the city measure an array of particulate matter. In these particular processes we should know what types of emissions are coming out of these mills and therefore what supposedly a safe level of these emissions would be. Is there any way a municipality can ask for this kind of a monitoring device that can be provided at a reasonable cost?

**Hon. Mr. Auld:** By the municipality?

**Mr. Reid:** Either the municipality pays for it and gets it from the Ministry of the Environment or the ministry provides it. What I am asking, really, is the technology available for this kind of thing?

**Hon. Mr. Auld:** The technology is available, but it is not cheap.

**Mr. Drowley:** With regard to particulate, you can measure gross particulate and you can get it in weight. To find out the chemical constituents, it takes a chemical analysis in a laboratory. So a sample would have to be taken there and brought back to the lab and an analytical procedure run on it. So I would say there is no quick, ready, cheap way of doing it. You can get gross weight for a particular compound that has to go through a chemical analysis.

**Hon. Mr. Auld:** We have a very cheap programme for school children. Just stick up sticky paper on four sides of a tree and see what you catch in a week or so. But it is not very scientific.

**Mr. Reid:** That might be a start. Those of us who are out in the boondocks and who don't have benefit of Toronto technology and Toronto laboratories are just as interested in what is in our air as they are in Toronto, and we have no way of knowing. We have to take the company's word for it or take our own best guess. As in most cases in the human field, knowing is a lot better than not knowing or wondering what the devil is going on.

You would agree with that? Well, that is something!

I just want to ask one question about spending, if I may, just to change the gist of the operation here a little bit. Under air management, supplies and equipment is \$551,200, which is about an eighth, I believe, of the budget of the department. You mentioned in some of your earlier remarks that you were working on some more sophisticated equipment and so on. Could you explain the size of that particular item under the air management branch—tell me what that involves?

**Hon. Mr. Auld:** There are several constituents. One of them is in the noise field, further equipment; one is an increase in the monitoring network. But perhaps we could give in sort of general boxcar figures, how it is divided up?

**Mr. Reid:** I am sorry to ask about money.

**Hon. Mr. Auld:** Well, it is so unusual it is a delight.

**Mr. Reid:** I thought I would get a reasonably factual answer for a change.

**Hon. Mr. Auld:** This one we can give you.

**Mr. Macfarlane:** One of the substantial costs is changing the sulphur dioxide monitors for the phyto-toxicology network in the Sudbury area from those which have existed for a number of years, and replacing them.

**Mr. Reid:** With more sophisticated equipment?

**Mr. Macfarlane:** Yes, with better equipment, too. It also includes, as the minister has pointed out, the cost of noise equipment. There are a pair of quite elaborate stations being set up—

**Mr. Reid:** This is in Sudbury, is it?

**Mr. Macfarlane:** No, these are two stations which go into Toronto to relieve two mobile stations so we can send them down to—

**Mr. Reid:** Places like my riding?

**Mr. Macfarlane:** Yes, sir, exactly so.

**Mr. Reid:** You mean we might have a mobile unit come down to the Rainy River district and test what is going on there?

**Mr. Macfarlane:** It is highly likely, sir.

**Mr. Reid:** I don't want to be picayune about this, but after all, could you break the \$551,000 down?

**Mr. Macfarlane:** With some notice we could, sir, very readily; and we would be glad to.

**Mr. Reid:** With some notice?

**Mr. Macfarlane:** With some notice we could quite readily, sir. We could get this to you tomorrow.

**Mr. Reid:** You know, this is rather strange. We are here to vote the money, after all, as well as debate philosophy. The members opposite are often crying—as a matter of fact the member for Carleton (Mr. Handleman) taxed me greatly about a year ago at this time for talking philosophy and not money. Now I want to talk money and nobody has any answers. You are not going to stand for that, Sid, are you? I mean, we really should have some idea.

How much, for instance, of that \$551,000 is going on the way to pollution? Quite frankly, I would like to know more about these mobile units, and how much is spent on them, and where they go in the province.

**Mr. Macfarlane:** Forty-five thousand dollars on noise. That figure does come to mind, sir.

**Mr. Reid:** You said a large part of it—that is not a very large part of it. My friend from Etobicoke, I am sure, will go on about that one at great length. How much for these mobile units?

**Mr. Macfarlane:** Eighty thousand dollars, I think, sir.

**Mr. Mr. Auld:** Unfortunately, Mr. Castel, who has the book with all that detail, has gone home.

**Mr. F. Drea (Scarborough Centre):** He was here all day Friday. I guess he didn't think he would be needed this evening.

**Hon. Mr. Auld:** It is so unusual to get this kind of a question.

**Mr. Reid:** May I ask what do you mean he has gone home? Was he ill or went up for the private members' hour and never returned?

**Hon. Mr. Auld:** No, he went back to do a little work, because he was here all day and he had to push a little paper.

**Mr. Reid:** And it never occurred to anyone that somebody would ask about money?

**Hon. Mr. Auld:** Not at this point in the estimates on this vote, no.

**Mr. Haggerty:** The question was asked on Friday, too; but we were in a vacuum then as we are right now.

**Hon. Mr. Auld:** We had some of the figures on Friday.

**Mr. Haggerty:** Yes, a couple of the places you named certain municipalities that—

**Hon. Mr. Auld:** We had the figures for those questions which were asked and were answered.

**Mr. Reid:** I can't understand how the members opposite who are always very interested in money could stand for this. Could I ask Mr. Macfarlane—he said \$18,000 for mobile units. Could he tell me what is involved in that \$18,000 and exactly what these

mobile units do, and what area of the province they cover?

**Mr. Macfarlane:** Eighty thousand dollars, sir.

**Mr. Reid:** I am sorry, \$80,000. That sounds a little better.

**Mr. Macfarlane:** As a measure of particulate matter, sulphur dioxide, oxides of nitrogen, carbon monoxide, hydrocarbons, and oxidants.

**Mr. Reid:** And there are two mobile units?

**Mr. Macfarlane:** Two mobile units.

**Mr. Reid:** And they have been stationed, I gather, most of this time in Toronto?

**Mr. Macfarlane:** That is correct, sir.

**Mr. Reid:** And what is the idea, then—that they will spread out through the province?

For instance, may I ask specifically when can we expect them in the Rainy River district so we can know exactly? I mean, generally speaking we have nothing but free air and clean bodies up there, myself included, but we would like to know.

**Hon. Mr. Auld:** We have sent up for the book and we will have it in about half an hour.

**Mr. Reid:** Well, we have got to roughly \$125,000 out of the \$551,000 on this.

**Hon. Mr. Auld:** At this moment in time I can't give you any more detail, but if you will hang on—it is only a quarter past 9, it is early—we will have the total—

**Mr. Reid:** My Bible study group starts in 10 minutes.

**Mr. Drea:** You said something a minute ago I am sure you didn't mean. Surely when the mobile units get going, the whole thrust of them is that they go into a place unannounced, the same as the Ministry of Transport does when it monitors—or the CRTC does when it monitors a radio station. It goes in totally unannounced?

**Mr. Reid:** Well, I figure we all might as well know when they are coming as well as the companies involved, you see. That is all I want.

**Mr. R. S. Simth:** We just want to know what decade they are coming.

**Mr. Reid:** Not really!



**Hon. Mr. Auld:** I thought you wanted to know where the bucks went?

**Mr. Reid:** I do.

**Hon. Mr. Auld:** We will have that for you very shortly.

**Mr. Reid:** Within a half an hour if I can wait that long. All right, I will pass, Madam Chairman.

**Madam Chairman:** Mr. Deacon?

**Mr. D. M. Deacon (York Centre):** My point was discussed earlier on, thank you.

**Madam Chairman:** Oh, I see. Mr. Smith?

**Mr. R. S. Smith:** I just wanted to get back to the Sudbury smokestack, because we didn't really finish that.

Interjections by hon. members.

**Mr. Reid:** There is an infiltrator there. Mayor Copps is sitting down there beside him.

**Mr. I. Deans (Wentworth):** I am just making sure things are being run well from this side of the House.

**Mr. Reid:** You neither raised nor lowered the level of intelligence over there.

**Mr. Deans:** I got a waft of the hot air from the north there at that moment.

**Mr. Reid:** Refreshing, wasn't it?

Interjections by hon. members.

**Hon. Mr. Auld:** Meanwhile, back at the stack—

**Mr. Reid:** I thought we were waiting for those figures to come down.

**Mr. R. S. Smith:** I just have a few more questions in regard to the smokestack. I think you indicated that you were doing a water quality survey. Is that what you are doing really, or is it more than that in regard to the lakes in the Sudbury basin?

**Mr. Caverly:** There has been a certain amount of publicity about supposed deterioration of the lakes in the Sudbury area.

**Mr. R. S. Smith:** I think it is a little different from that. I won't accept "supposed." I think it is actual and—

**Mr. Caverly:** Well, this is what we are trying to find out.

**Mr. R. S. Smith:** Okay, I am sorry.

**Mr. Caverly:** This is an interministerial survey. Natural Resources is a participant; also the federal Department of the Environment.

**Mr. R. S. Smith:** Has that anything to do with the request you made in January to the federal ministry to join with you—

**Mr. Caverly:** That's right.

**Mr. R. S. Smith** —in war on pollution in Sudbury.

**Hon. Mr. Auld:** What I asked was that certain ministries join with us in some further study to try and correlate some of the data that has been acquired, and to collect some new data to try and really pinpoint whether in fact some of the deterioration is natural, some of it is man-made—and in what proportion. Our interest is in the water quality, for drinking and use purposes. Natural Resources is interested in the fish and the flora and fauna.

**Mr. R. S. Smith:** We went over the question of the emissions and the increase that is being allowed for that certain period of time after the growth season, but has there been a change in the order on the company excluding that specific change?

**Hon. Mr. Auld:** No.

**Mr. R. S. Smith:** In other words—

**Hon. Mr. Auld:** The target date is still 1978 for—

**Mr. R. S. Smith:** I know, but within the order as well as the target date there are also a number of other specific dates at which they have to meet specific emission levels. Now I realize that the change that we discussed earlier would be a change in the order insofar as the emission level from the foundry is concerned, but are there any other changes as far as emission level attainments between now and 1978?

**Hon. Mr. Auld:** No.

**Mr. R. S. Smith:** And do you run some type of check, or I suppose monitor too, on the advances International Nickel is making insofar as its research into providing control devices?

**Hon. Mr. Auld:** Well—

**Mr. R. S. Smith:** It entails also a change in their method of production as well, doesn't it?

**Hon. Mr. Auld:** As I said earlier, there are several aspects of what comes out of the stack

or what comes out of the pipe. One is what you start off with, the raw material; and one is the processing. And then one is what you do in the pipe, or in the stack.

We are not in the direct research and development field. We set certain standards and we require people to meet them; and we have sufficient staff to take a look at their proposals and see whether they are feasible. Now, they don't always work. Falconbridge, I guess, is a pretty good example of that with its \$50 million experiment that didn't work. But we are not in the business of saying, "This is what you have to do and this is how much it will cost and it will produce a certain result."

**Mr. R. S. Smith:** I am not suggesting that you have the expertise or the money to provide such expertise but—

**Hon. Mr. Auld:** I don't think the taxpayer should—

**Mr. R. S. Smith:** No, I am not suggesting that. But I am asking if you have some type of setup within your ministry to monitor the advances that they are making from time to time to see that they are doing something, because obviously—

**Hon. Mr. Auld:** Of course, we take a look at what comes on the ground at a certain point from the stack, or comes out of the pipe.

**Mr. R. S. Smith:** I am not questioning what comes out of the pipe and the monitors that you have; you know, the 16 or the 18 in the basin and those around it. I am questioning the research that International Nickel is either doing itself or having done by some professional people involved in the development of controls.

For example, with the processes that are being used in the Inco complex, do you look from time to time at those to see if they are making any changes or are planning any changes in their processes in order to cut down their emission? Do you look at what they are planning to do in the stack in order to cut the emissions in that way, or do you look at the input into the manufacturing process to see if they are using something different to cut down their emissions? You know, that type of monitoring.

I am not talking about monitoring of the output of the stack. Obviously, if they don't do anything and if you don't know what they are doing, when it comes time to say what emission level they should have reached, they

can say they don't have the technology—as they have always said. This has been their reason for not going ahead and cleaning it up.

If they haven't reached your level in 1978 and they don't have the technology, you have one of two alternatives. You can either give them an extension or you shut them down.

Of course, you know the number of people employed there and all the economic factors that would be involved for the people. It would be a very difficult decision for you to make—for any government to make. You may not have to make it by then; maybe somebody else will have to make it. But it would be as difficult for anybody else to make it as it would be for you.

In the meantime, it is imperative that you make sure that International Nickel and Falconbridge, or anybody else involved under an order, is trying to meet the standards that you are setting. If they are not trying then you have to step in; not wait until 1978 when International Nickel says: "Well, we don't have the technology." What do you do then?

**Hon. Mr. Auld:** Perhaps I could answer you this way: Our people are not just looking at what Inco is doing or what it says it is doing. We are taking a look at what's happening elsewhere in the world. We don't necessarily disbelieve Inco or Falconbridge, or anybody else; nor do we necessarily believe them.

Our staff is keeping a pretty close eye on what is happening all around the world; what is being produced by the manufacturers, the consulting engineers who want to sell something and who say they can do something or other. In fact, there is a conference next week that might give us a few clues on this—I think Mr. Drowley can tell you a little more about it—but in essence, from my point of view, that's our approach.

**Mr. R. S. Smith:** Well, specifically, let's take the one instance, because it's the one that everybody talks about and the one we spend half our time on here every year. You know it is Inco. Specifically, when was the order put on Inco? Two years ago or three years ago?

**Hon. Mr. Auld:** Was it 1971 or 1970?

**Mr. Drowley:** I think 1970.

**Mr. R. S. Smith:** Well, that is three years now. What advances have taken place in the three areas of technology that could affect their emission—their input in the manufacturing process, the process itself and the controls?

**Hon. Mr. Auld:** It is very hard to change the ore there.

**Mr. R. S. Smith:** I know, but they can change the acids and all the different things they use in their production.

**Hon. Mr. Auld:** Well, as I say, Falconbridge thought it had an idea and it didn't work. We can tell you what hasn't worked.

**Mr. R. S. Smith:** Maybe they are just where they were three years ago. How much closer are they getting to the solution if they are just where they were three years ago?

**Mr. Drowley:** Mr. Minister, with regard to Inco, its basic solution is not to attack it the same way that Falconbridge did. They are looking at a basic process change; a complete process change to a hydro-metallurgical type of process. Now, there is a hydro-metallurgical process which is operational on a small scale at Sherritt Gordon Mines Ltd., I believe it is, but is not suitable for the type of operation that Inco has with its ores, and so on. That one has been discarded and now they are looking at a process change. It is a hydro-metallurgical type of process. Because it is in the development stage, they are not willing to reveal what could become trade secrets.

**Mr. Haggerty:** Is this the carbonyl process?

**Mr. Drowley:** No, this is completely different.

**Mr. R. S. Smith:** Is this Inco itself?

**Mr. Drowley:** This is Inco itself.

**Mr. R. S. Smith:** They are developing this then?

**Mr. Drowley:** They are developing it with their consultants. All they will tell us is that they are making progress on it. I think it is a patentable process, most likely, so naturally they are not going to tell us until they have got it pretty far down the line.

**Mr. Haggerty:** Well, this new process—the carbonyl process—this will reduce some of the pollution or emissions, will it not?

**Mr. Drowley:** Not in the Copper Cliff smelter, no. This is a byproduct plant.

**Mr. Haggerty:** Well, it's in the new plant that they've just constructed, and I guess it's just starting to come into operation now.

**Mr. Drowley:** Yes. Well, that one is done and it is in operation. There's no problem

there; this is basically with the Copper Cliff operation itself.

**Mr. Haggerty:** That's the copper smelter itself.

**Mr. Drowley:** Right!

**Mr. Haggerty:** Right!

**Mr. R. S. Smith:** That's a pretty general answer, though. You really don't have anything set up within your order to check on their progress towards meeting the objectives of the order. In other words, you don't have a progress report filed with you every six months, or yearly, showing how much they've spent, what they're trying to do generally, without telling you what they're going to patent.

For example, since 1971 or whenever the order went on, can you tell me how much Inco has spent in research and development and in consultants in order to meet the standards that you've set?

**Mr. Drowley:** No, I'm afraid I couldn't.

**Mr. R. S. Smith:** You have no idea, really, whether they're doing very much or not. They tell you: "We're working on a process—"

**Hon. Mr. Auld:** Supposing they told us that they'd spent \$5 million. Would we believe it?

**Mr. Deacon:** Oh, we'd ask them what they'd been doing.

**Mr. R. S. Smith:** Well certainly, let's face it, we have to have some faith in people. If they tell you they spent \$5 million—

**Mr. Haggerty:** It would show in their tax statement.

**Hon. Mr. Auld:** And we went to audit it?

**Mr. Haggerty:** It would show in their profit and loss.

**Mr. Deacon:** You know something about it, don't you.

**Mr. R. S. Smith:** They can provide you with an audited statement of their expenditures in that area. What I'm nervous about in the pulp and paper industry is—

**Hon. Mr. Auld:** There is no way that I'm going to stand up in the House and say, I can assure this hon. House that Inco has spent \$5 million in R and D.

**Mr. R. S. Smith:** I'm not saying that.



Hon. Mr. Auld: That's not my business.

Mr. R. S. Smith: Well, wait a minute—

Hon. Mr. Auld: My business is to see that they—

Mr. Haggerty: Your business is to control pollution.

Mr. B. Newman: You have no proof they're not doing anything.

Mr. R. S. Smith: But there is a way you can stand up in the House and say that Inco has provided me with this information; by audited statement under the order, if you include that in the order. Look, the pulp and paper industry—

Hon. Mr. Auld: I'll be delighted to ask them.

Mr. R. S. Smith: —has been under order in this province for 15 years and they're not much further ahead now than they were 15 years ago.

Hon. Mr. Auld: Oh, they are about—

Mr. R. S. Smith: The first 10 years was a waste. None of them did anything, in spite of the orders you had on them all. And you know that as well as I.

Hon. Mr. Auld: No, I don't agree with you. I would say that, at the moment, it looks like they need about \$118 million worth of equipment in old mills to reach our standard.

Mr. R. S. Smith: How did you get that information? Do you believe that?

Hon. Mr. Auld: From the pulp and paper companies, vetted by our guys.

Mr. B. Newman: If they gave you that, they will give you the other information.

Hon. Mr. Auld: But if you ask whether \$118 million will cure it, I don't know. Because I really don't, first-hand. This is a combination of our estimates, based on their figures and some practical experience.

But I know from figures that I have seen that, generally, the first estimate is low. Sometimes it's accurate. Sometimes it takes seven months to get something working. Sometimes a lot of money, like the \$60 million which Falconbridge decided to invest.

It wasn't all anti-pollution. It was going to improve production. And that's one of the things in the pulp and paper industry that's important. There hasn't been a new mill in

this province for, what, 25 years? And they have a tough competitive position.

Mr. R. S. Smith: Well, there are lots of new mills in other parts of Canada.

Hon. Mr. Auld: And \$5 million at Smooth Rock Falls as an add-on would probably be \$1 million if it was a whole new process, assuming that they see it operating for a long time. I don't think that you can ask this question. I'll try to get the information for you, but I'm not sure it is that meaningful.

Mr. J. Riddell (Huron): Well, do you know for a fact, though, that they are experimenting with a hydrometallurgical process?

Hon. Mr. Auld: Sure they are.

Mr. J. Riddell (Huron): Well, do you know for a fact, though, that they are experimenting with a hydro-metallurgical process?

Hon. Mr. Auld: They are experimenting with, I imagine, a number of things. I'm not a technical man, but—

Mr. Riddell: In other words, this isn't just talk to satisfy you for the time being? You know for a fact that they are working on it?

Mr. Haggerty: They have three research stations in the city of Port Colborne. I don't know if the minister's aware of this or not, but this is where they're trying out a new process in manufacturing nickel and copper and so forth. Much of it starts originally out here at Sheridan Park.

Hon. Mr. Auld: That's where their main research is.

Mr. Haggerty: Yes, this is right, at Sheridan Park. Then it goes to the Port Colborne refinery and from there, if it works successfully in these three experimental plants, it goes into larger production. This is what's happened in this particular case with a carbonyl process that's taking place now in the Sudbury basin.

But I think the hon. member for Nipissing raises the point here. For example, here in a news release of April 10, 1972, it says: \$2,667,000 Inco Pollution Control System Approved.

A water pollution control system worth an estimated \$2,667,000 has been approved by the Ministry of the Environment for the International Nickel Co. of Canada."

Hon. Mr. Auld: That's our approval and their estimate, yes.

**Mr. Haggerty:** Yes, this is right. Has this been completed now? Is this done to your specifications, the amount of money that—

**Hon. Mr. Auld:** Well, we're past that. I assume that it's in the process of being—

**Mr. Caverly:** It's under way.

**Hon. Mr. Auld:** It's under way.

**Mr. Haggerty:** It's on the way. It's not completed then? It's a 300-acre tailings emplacement area with facilities to return water for refuse and mill processing circuits.

Just what stage are they at, then, if this is—

**Hon. Mr. Auld:** What is the date of that one?

**Mr. Haggerty:** It's April 10, 1972.

**Hon. Mr. Auld:** April 10, 1972? Then I would say it's probably—

**Mr. Caverly:** If that's the big new tailings area.

**Mr. Haggerty:** It is for discharge into Gold Creek.

**Mr. Caverly:** They're well on their way with that. I don't think it's completed.

**Madam Chairman:** Would you like to continue now, Mr. Smith?

**Mr. R. S. Smith:** I'd just like to make one point. I think if you're going to be assured they're going to meet the goals that you feel they can meet under your order—and obviously you must feel that they can develop the technology in the period of time that you have established under the order—you should have some method of monitoring their efforts, financial and factual, in regard to what they are doing. Step-by-step they should be called upon to make a report to the ministry; because you know it's not going to do any good if they don't meet your standards and they say they don't have the technology. I don't know what you would do in that case, because you would be in a bad spot. The government, generally, would be in a—

**Hon. Mr. Auld:** I think Brad Drowley has indicated that we are in constant communication, particularly with those large operations which are a real problem. But there is no way that I can give you any assurance they will meet the standards in 1978, 1977, 1976, or whenever, because we don't know. What we know is that we have set certain standards and we want to see them achieved.

**Mr. R. S. Smith:** I know. But you must set those standards based on the collective knowledge of your ministry in order to know that the technology can be developed and put in place by that time. Either that, or what you are saying to me is you took figures out of the air, put them down here and said: "Meet those standards." You know, you must have some basis on which you make the decisions to include certain limitations in that order.

**Hon. Mr. Auld:** I really can't answer that.

**Mr. R. S. Smith:** Somebody should be able to answer it, because the ministry sets the standards in the order.

**Hon. Mr. Auld:** That is right and there are a whole lot of standards that we have set, many of which have been achieved—

**Mr. R. S. Smith:** Are you sure they can meet—

**Hon. Mr. Auld:** —some of them early, some of them late. But if you start off in 1970 with a goal and you assume that it should be possible to meet, because it is more than desirable—

**Mr. R.S. Smith:** I know but—

**Hon. Mr. Auld:** But we are not in the business of trying to find out how Inco, with its specific operation, can meet this standard, because somebody else, with a different kind of an operation with a slightly different raw material or a different process, may be able to meet it more easily. I don't think it is our job to show Inco the way. We say this is what the air standards should be.

**Mr. R. S. Smith:** I am not suggesting it's your job to show Inco the way.

**Hon. Mr. Auld:** Yes; but you are!

**Mr. R. S. Smith:** No, I am suggesting you find out what their progress is in meeting those standards.

**Hon. Mr. Auld:** We are in constant touch with them.

**Mr. R. S. Smith:** But you don't have any figures or facts or anything!

**Hon. Mr. Auld:** Well, as Mr. Drowley said—

**Mr. R. S. Smith:** Other than the one process he says they are working on. But does it appear that this process will work?

**Hon. Mr. Auld:** I will say at this moment in time, based on the information I have, that

it is still not certain. And I am not saying tonight that the specific process or processes are going to work. I don't think we know.

**Mr. Drowley:** Mr. Minister, we don't know for a certainty, but to get back to the original question that was asked: When we set the time limit for 1978, to the best of our knowledge at that time the technology could be developed and made available by 1978. You can be assured that when we placed the order on Inco, if it wasn't available they would have appealed it. But they didn't appeal the order. So we are of the belief they can develop it by that time.

**Mr. Deans:** Why would it have to be developed more for you to be sure that it would be implemented and in place and working by 1978? When would they have to announce the final development of it as far as the investigation is concerned?

**Hon. Mr. Auld:** It would depend on what it is, how long it takes them to get it built and—

**Mr. Deans:** Would it be fair to say it would have to be completed in design and tested by 1976 at the latest?

**Hon. Mr. Auld:** Well, if something is stuck on the stack it could be a lot shorter time—

**Mr. Deans:** Well, they still have to build it.

**Hon. Mr. Auld:** Something could change the whole process.

**Mr. Drowley:** That's reasonable, 1976.

**Madam Chairman:** Is that complete for you, Mr. Smith?

**Mr. R. S. Smith:** If it is going to entail a change in the process, it obviously is—

**Hon. Mr. Auld:** That's what I said.

**Mr. R. S. Smith:** Obviously this is apparently the area in which they are working.

**Hon. Mr. Auld:** That is one of the areas in which they are working, I guess.

**Mr. R. S. Smith:** Or is it a combination of all three: input, process and control of the effluent?

**Hon. Mr. Auld:** It could be that. Well, I don't know if you can change much on the ore.

**Mr. R. S. Smith:** I'm not talking about the ore, I'm talking about the other chemical.

**Hon. Mr. Auld:** That's the main part of the input and that's where all the sulphur dioxide is, because it is a sulphide ore.

**Mr. R. S. Smith:** I'm just not really satisfied that the ministry is being assured by Inco that they are going to meet those standards. I really can't see the method of arriving at the standards unless you are quite certain that the standards are realistic and can be met. If so, there should be some—as far as I'm concerned, to say it again—monitoring process by the ministry on what they are doing in the interim to meet the standards you set.

It is just going to be terrible if you come along in 1976 or 1977 and say: "Well, we have to extend Inco's order because they don't have the processes developed by which they can meet it." If they don't have them by that time, then you really have to have some reasons why they don't have, and if you don't monitor them all along I don't see where you can expect them to be responsible to come up with all the reasons at that time.

**Hon. Mr. Auld:** We might have to send somebody up the stack to put a sun shade up.

**Mr. R. S. Smith:** It could be a little more important than that to the people in the area.

**Hon. Mr. Auld:** It is terribly important.

**Mr. R. S. Smith:** Particularly in that area up there, which may well be affected insofar as the lake pH levels and whatever are concerned by the spreading of the effluent—which I think you people don't know about. You indicated that you are starting the studies now, but it could well be a really important thing for the other areas outside of the Sudbury basin, which have a particular interest for me. I know that Sudbury can look after itself.

**Madam Chairman:** Is that complete for you, Mr. Smith?

**Mr. R. S. Smith:** Yes.

**Madam Chairman:** Thank you. Mr. Nuttall. I'm sorry, I thought you wanted to speak. Did I see the figures come back, Mr. Minister?

**Mr. Reid:** No. Half an hour is up.

**Hon. Mr. Auld:** We still have time.

**Madam Chairman:** All right. Mr. Newman is next.



**Mr. B. Newman:** Thank you, Madam Chairman. I would like to ask of the minister if he was aware that—

**Hon. Mr. Auld:** You better get the mike a little closer.

**Madam Chairman:** You wanted to speak on this subject? You didn't want to wait until the noise item?

**Mr. B. Newman:** No, I was going to talk on air pollution as it affects the Windsor-Essex county area as a result of most of the pollutants coming across the American border. The president of St. Clair College whom you, Mr. Minister, are quite familiar with, makes mention that provincial studies indicated that in 1969 Windsor had the highest death rate from lung cancer of any city in Ontario.

Now, I was wondering if the ministry had conducted additional studies since then to see if the situation is being improved and the amount of pollution diminished substantially.

**Hon. Mr. Auld:** What was that mortality rating?

**Mr. B. Newman:** Fifty deaths per 100,000.

**Hon. Mr. Auld:** And how does that compare with the provincial average or the national average?

**Mr. B. Newman:** I don't know at all, Mr. Minister. I know that the following year—these are lung cancer deaths, by the way—the following year Windsor was up in line with both Sudbury and Hamilton as being about the same in lung cancer deaths.

**Hon. Mr. Auld:** What rate—50 per—

**Mr. B. Newman:** Dr. Quittenton's article does not indicate the numbers per hundred thousand, so I can't tell you at all.

**Mr. Burr:** The average is around 30, isn't it?

**Hon. Mr. Auld:** For lung cancer? I don't know. Dr. Stopps?

**Dr. G. C. Stopps** (Chief, Environmental Health Effects Service, Ministry of Health): About that. This is 1970—Toronto is 39 per 100,000; Hamilton is 36; Windsor is 35; London is 30.

**Mr. B. Newman:** The top city then was what, doctor? These are 1970 figures you are giving me, are you?

**Dr. Stopps:** Yes. By a very small margin—Toronto. They are all very close.

**Mr. B. Newman:** It was 37?

**Dr. Stopps:** Thirty-nine.

**Mr. B. Newman:** So Windsor's was 35. So you can see that it has improved substantially; 15 deaths fewer per hundred thousand over the course of the year. Is the ministry continuing its studies as to the lung cancer mortality figures for these major centres?

**Hon. Mr. Auld:** Well, the Ministry of the Environment is not involved in that. The Ministry of Health will be doing that.

**Mr. B. Newman:** All right, then. May I ask the minister if the pollutants that are being measured in the Windsor area include both lead and cadmium?

**Hon. Mr. Auld:** You mean the ambient air standards?

**Mr. B. Newman:** Yes.

**Hon. Mr. Auld:** Do our ambient air standards in Windsor include lead and cadmium? They would include these for specific purposes, but as far as the air pollution index is concerned, as we discussed the other night we are dealing primarily with sulphur dioxide in the particulates.

**Mr. B. Newman:** You are not involved with lead content and cadmium content in the pollutants in the atmosphere?

**Hon. Mr. Auld:** Well, we measure those, but—

**Mr. Drowley:** Mr. Minister, we do measure them; and we will be having ambient air quality standards within the relatively near future on those, which we'll be promulgating.

**Mr. B. Newman:** Mr. Drowley, how—

**Hon. Mr. Auld:** Based on the information and the tolerance which people have, which we get from Health.

**Mr. B. Newman:** When you talk about the near future, how far in advance are we talking?

**Hon. Mr. Auld:** Province-wide it would be a very long time, because there is no problem in a great many places in the province. As far as the urban industrial centres are concerned—what, about a year and a half?

**Mr. Drowley:** Approximately that, sir. I was going to say we do have ambient quality lead standards now.

**Hon. Mr. Auld:** Yes, we discussed that this afternoon.

**Mr. Drowley:** And the cadmium is one which will be introduced, I would suggest, within the next three to six months.

**Mr. B. Newman:** I am sorry, I wasn't able to be here this afternoon, so I will go to another topic on air pollution.

**Mr. Minister,** does your department get many requests now for information booklets, pamphlets and so forth concerning air pollution? Remember not too long ago every member was asked to assist in getting all types of materials and information, because every school, or practically every school, had one or two classes that were extremely concerned, or had a teacher who was concerned with air pollution or water pollution and as a result either contacted the member or contacted the ministry directly.

**Hon. Mr. Auld:** I can't tell you whether we are getting more of the same or less. I would say we are still getting a great many.

**Mr. B. Newman:** I am just wondering whether the concern now has dropped substantially, because I know I don't get the same feedback at all. Likewise, when pollution control meetings are being called in the community you can almost count on the fingers of your two hands the number of people who show up. I am just wondering if we've gone through the phase now.

**Hon. Mr. Auld:** Let me ask you a question. Is that because things are improving or because the novelty has worn off?

**Mr. B. Newman:** I would like to think it's because things are improving, Mr. Minister. But you make mention of novelty, and I wonder if that is the answer then.

**Hon. Mr. Auld:** I don't know, I can't answer that question.

**Mr. B. Newman:** Can some of your officials possibly answer, Mr. Minister? Mr. Drowley?

**Hon. Mr. Auld:** Does anybody want to have a go?

**Mr. Drowley:** One of the reasons, I think you'll find, Mr. Newman, that you're not getting any requests from schools, is because we have an educational programme in our information services which deals directly with the

schools and provides the information directly. So that the requests then have been cut off, if you want to call it that, from going directly to the members or directly to us.

**Hon. Mr. Auld:** Of course to you, because they are coming through the—

**Mr. B. Newman:** I am just wondering then, if there are fewer requests now than there were a year, two and three years ago. Remember back about three or four years ago, it was the popular thing to be involved in some type of pollution study in the schools, and we received hundreds of letters from schools.

**Hon. Mr. Auld:** I would say, looking at the budget, there is probably more material going out than there was two or three or four years ago.

**Mr. B. Newman:** So the concern of the younger set in the schools is still very great?

**Hon. Mr. Auld:** Yes.

**Mr. B. Newman:** That speaks well for them. I wanted to ask of the minister—

**Hon. Mr. Auld:** They leave an awful lot of garbage—well, I shouldn't put it that way—there's an awful lot of stuff around the buildings when they come to visit.

**Mr. B. Newman:** Not only around the buildings, Mr. Minister, all over!

**Hon. Mr. Auld:** Miles for Millions?

**Mr. B. Newman:** May I ask you, Mr. Minister, if the ministry receives many complaints from steel-handling companies concerning the dust, the corrosion, the rust so to speak, on steel? In the process of handling it, it blows into the adjacent neighbourhood.

**Hon. Mr. Auld:** My staff tells me no, and I never had one.

**Mr. B. Newman:** Well, I can recall contacting Canadian Bridge, back in the city of Windsor—that's the Hawker Siddeley corp.—concerning their handling procedures, because the neighbours adjacent, when the winds were prevailing westerlies, had a real problem with rust particles blowing onto their properties. It became so serious that they had to keep doors and windows closed, even in the summer months.

**Hon. Mr. Auld:** I gather we have not been receiving any.

**Mr. B. Newman:** How about some scrapyards where they are shearing steels, various metals, and the dust from that?

**Hon. Mr. Auld:** Complaints from the scrapyards?

**Mr. B. Newman:** Yes.

**Mr. Drowley:** About the scrapyards?

**Mr. Macfarlane:** The area around the scrapyards?

**Mr. Drowley:** About scrapyards.

**Mr. B. Newman:** About scrapyards.

**Hon. Mr. Auld:** Oh, about scrapyards, rather than from them?

**Mr. B. Newman:** Yes, about scrapyards, right! Where they are cutting the metals into smaller parts before they compact them.

**Mr. Macfarlane:** No, not particularly, sir. The predominant problem from scrapyards in the past concerned outbreaks of fires, or fires deliberately set. But on the dust arising from shearing operations, I can't recollect more than two or three or four in the last few years.

**Mr. B. Newman:** There is one other question that I want to raise, Madam Chairman, and that is concerning the recommendations that Dr. Quittenton in his address to the Canadian Institute of Public Health inspectors at their national conference in Windsor on July 11, 1972. In that, referring to attempt to overcome air pollution, he makes mention of restricting liquid propane gas exports. A second recommendation is converting urban fleet vehicles to compulsory use of LPG—liquid propane gas. Your ministry apparently has gone into that, the use of liquid propane. How successful has that experiment been?

**Hon. Mr. Auld:** It's successful in the sense that with certain kinds of engines that are compatible, it reduces the emissions. The problem is getting the vehicle supplied, and it's basically the same as in Government Services. It will work in an area where you can get a 24-hour supply, if the vehicle works 24 hours, which generally means having your own depot. It doesn't work if the vehicle travels around the province, because at this point in time there just aren't places where you can get supplies.

**Mr. Deacon:** It wouldn't be very difficult to get that contracted; the main difficulty we found in marketing it for that purpose was the lack of sufficient power in the units, the engines manufactured—

**Hon. Mr. Auld:** Well, that's what I say. There are certain engines that are compatible and there are some that aren't.

**Mr. Deacon:** Well, for example, Edmonton city had propane buses for years and they found they are underpowered and they had to convert them to diesel. But, in actual fact, it would be very easy for propane companies to quickly set up depots, because a lot of them are already retailing gasoline.

**Hon. Mr. Auld:** And they would be delighted to do so, provided they could get a fleet tied up.

**Mr. Deacon:** Well, it wouldn't even need that. You will find that Superior now are tied into many Gulf stations with these large filler tanks. There would be very little difficulty in providing outlets for the fuel if there were a programme of marketing these vehicles, if the government went into such a programme, and if one could be sure that the motor manufacturers would build sufficient power into the units.

**Hon. Mr. Auld:** And that the other standards for gasoline fuel vehicles were going to be enforced or not enforced, or what they were going to be; because it can be a pretty major change when you get into it, over the long term.

**Mr. Deacon:** The conversion isn't very expensive for an automobile, and with the cut-back now—

**Hon. Mr. Auld:** About \$500.

**Mr. Deacon:** I didn't realize it was that high now but—

**Hon. Mr. Auld:** Well, in fact that is two years ago. It is perhaps a little more now.

**Mr. Deacon:** But once you have got the conversion it stands practically forever.

**Hon. Mr. Auld:** Provided that it will fit on the new model. I was very interested in this when I was in Public Works and we converted quite a number of them.

In fact Public Works started before I was there and converted some. You can take the kit—you buy the vehicle, put the new stuff on, and keep the original carburetor and some other gadgetry. When you trade it in you put the old stuff back on and keep the kit—

**Mr. Deacon:** You can keep moving it. We are operating a propane tractor, and we have never had anything done to the engine after



eight years. No valve problems or anything; very, very little maintenance.

**Hon. Mr. Auld:** On certain engines you can save money, because you don't have the spark plug problems; you don't have some of the valve problems, provided you have the right kind of valves you get better mileage.

**Mr. Deacon:** You get better mileage now that we have these new pollution controls on the gasoline vehicles.

**Hon. Mr. Auld:** We used to get better mileage a couple of years ago without the current controls.

**Mr. Deacon:** I was never able to get as good mileage, usually about 10 per cent less.

**Madam Chairman:** Is that complete for you, Mr. Newman?

**Mr. B. Newman:** No, I wanted to ask another question: Is the minister going to make any recommendations to Government Services that they either continue the experiment or convert more vehicles?

**Hon. Mr. Auld:** I would say I am waiting to see what happens about the national standards for vehicle emissions and so on as far as gasoline fuel vehicles are concerned.

**Mr. B. Newman:** In other words, you are not satisfied with your own experimenting? You can't come along and make a recommendation that it be continued or that it be expanded?

**Hon. Mr. Auld:** There are too many unknowns at the present time. But I do think this, that if you take a look at, say Metropolitan Toronto where something like 20 per cent of the vehicles give 60 per cent of the emissions because they run 12, 16, 24 hours a day. If you are looking at air quality and what is the most effective and viable operation I think the first thing you do is take a look at the taxis, the buses, the police cars, the delivery vehicles, if you want to get at the cause of most of the emissions.

**Mr. B. Newman:** I will leave that then, Madam Chairman, and ask the minister if he is in close consultation with his counterparts in the State of Michigan when it comes to the setting up of atomic energy plants.

I notice that Detroit-Edison is planning a fairly substantial complex in the Saguenay Bay area; in fact it is a billion-dollar complex. Is the minister not disturbed about any type of radiation hazards resulting from the American installations? Do they first tell you that

they are going to install various types of atomic energy plants?

**Hon. Mr. Auld:** No.

**Mr. B. Newman:** They don't bother?

**Hon. Mr. Auld:** No. I think we are probably aware through the International Joint Commission and the various committees of the commission on which the province is represented. But I would say no, we're not advised.

**Mr. Macfarlane:** We were aware of the proposal to build nuclear plants in Michigan, Mr. Minister. The control over nuclear plants is very stringent, and I feel most of the potential danger lies more with fuel processing, reclamation and disposal rather than in the plant itself.

**Hon. Mr. Auld:** Well, that is the basic difference between our natural uranium and heavy water and their enriched uranium and what you do—

**Mr. Macfarlane:** Yes, sir.

**Hon. Mr. Auld:** —with what you have left—

**Mr. Macfarlane:** Yes, the spent fuels.

**Hon. Mr. Auld:** —once you have recharged the reactor.

**Mr. B. Newman:** Are you satisfied with our safety standards for radiation emissions from our nuclear plants—

**Mr. Auld:** Our nuclear plants?

**Mr. B. Newman:** —knowing that the Canadian standards permit a hundred times more radiation to escape from our reactors than equivalent US plants?

**Hon. Mr. Auld:** Would the member say that again?

**Mr. B. Newman:** The safety standards in Canada permit 100 times more radiation to escape from our nuclear reactors than equivalent US plants.

**Hon. Mr. Auld:** From our plants?

**Mr. B. Newman:** Yes, our plants emit 100 times more than do the US plants.

**Mr. Macfarlane:** If I am not mistaken, sir, that relates only to water, doesn't it? It seems to me that the International Radiological Protection Commission standards are as valid in the United States as they are in Canada and elsewhere.

**Mr. B. Newman:** It doesn't indicate water at all. My reading of the article shows it relates strictly to emissions into the atmosphere.

**Hon. Mr. Auld:** We operate on the standards set by the Atomic Energy Control Board of Canada as far as Hydro is concerned, if we are talking about radiation or any other source of radiation.

**Mr. B. Newman:** All I can tell you, Mr. Minister, is that this article, datelined Ottawa April 4, 1973, said that federal atomic energy officials stated that safety standards in Canada permit 100 times more radiation to escape from Canadian nuclear reactors than from equivalent US stations.

**Hon. Mr. Auld:** A hundred times what?

**Mr. Burr:** The US standards.

**Mr. B. Newman:** A hundred times more than the United States permits, of the same type of radiation, to escape from its plants. I don't know what.

**Mr. Braithwaite:** The same units, whatever they are.

**Mr. B. Newman:** The same units something.

**Hon. Mr. Auld:** Well, technically, I don't suppose I would know anyway, but I really can't ask the staff to comment on it until we see what in fact the absolute amount is.

**Mr. B. Newman:** The article says:

In June, 1971, the US Atomic Energy Commission proposed slashing the maximum allowable radiation limit to one per cent of existing levels for almost all nuclear power reactors.

The movement was prompted by scientific contentions that the allowable maximum radiation would cause 30,000 annual deaths from cancer and leukemia, plus irreversible genetic damage to hundreds of thousands of exposed citizens.

I would therefore assume that the radiation would be into the atmosphere.

**Hon. Mr. Auld:** I really can't answer you. Without a little more detail, it doesn't—

**Mr. B. Newman:** I'll make a copy of this and give it to your officials and then they can look at it, Mr. Minister. Thank you.

**Madam Chairman:** Mr. Haggerty, you are next.

**Mr. Haggerty:** Fine. Let's go back to the nickel producing industry—

**Mr. Braithwaite:** Just before you get on with the record, could I ask, Madam Chairman, what steps did the minister's department take before microwave ovens were permitted to be sold in Ontario?

**Hon. Mr. Auld:** We are not involved in this at all. The federal government controls uranium, controls radiation and sets the standards. I think it sets them through the Canadian Standards Association. It's a similar thing to television sets, really.

**Mr. Braithwaite:** But there must have been somebody in your ministry who would be connected with this—

**Hon. Mr. Auld:** No, I would say the only people who would be involved would be with Ontario Hydro, because under the Hydro-Electric Power Commission Act, Ontario Hydro has the authority to set electrical standards for things like insulators and plugs and wires.

**Mr. Braithwaite:** No, I was thinking of the radiation from the ovens.

**Hon. Mr. Auld:** That is all federal.

**Mr. Braithwaite:** That is all federal? Your department has no say in it whatsoever, no research into that at all?

**Hon. Mr. Auld:** None.

**Mr. Braithwaite:** That's strange.

**Madam Chairman:** Mr. Haggerty.

**Mr. Haggerty:** Thank you, Madam Chairman.

I would like to go back to the nickel producing industry in the Province of Ontario and particularly in the Sudbury Basin. We have kicked around the matter of International Nickel Co., I think, but some place along the line I think there is another industry in that area and that is Falconbridge, and we don't seem to hear too much from Falconbridge. There is no doubt about it that they are allowing sulphur dioxide to pass into the atmosphere.

I would like to ask a question, through the minister, to his professional help there: In comparison to Ontario Hydro stations, particularly the one east of Toronto here—I guess it would be west, out around the Port Credit area—how much sulphur dioxide do they emit into the atmosphere compared to International Nickel Co. or Falconbridge? I am

a great follower of your press releases, you know, quoting the Dec. 20 release.

**Hon. Mr. Auld:** Great stuff!

**Mr. Haggerty:** Great stuff! Talking about the cutback on sulphur dioxide, this one says: "Ontario Hydro voluntarily curtailed emissions at the Keith power plant in Windsor, reducing this by 50 per cent." When I look at a 50 per cent reduction in sulphur dioxide, and they still maintain their capacity for generating electricity, how can they do this when other industries can't cut back?

**Hon. Mr. Auld:** Basically, because Hydro is burning fuel, and they can have a choice of the sulphur content of the fuel they burn. Inco and Falconbridge are roasting ore and they have no choice in the sulphur content of the ore they roast.

**Mr. Haggerty:** They still use a coal in the process, do they not?

**Hon. Mr. Auld:** As far as the nickel companies are concerned that's a very small part of the sulphur content of the emission. The big sulphur content is that part of the ore that, when they are roasting it, or whatever the technical term is, goes up the stack or goes through the process. You can reduce the coal that Hydro burns. At Lakeview, it varies from about four per cent—

**Mr. Drowley:** About 2.2.

**Hon. Mr. Auld:** It averages; but what is the high?

**Mr. Drowley:** About 2.2 and they go down to one.

**Hon. Mr. Auld:** Well, then, I am right and wrong. The sulphur content of the coal at Lakeview, Mr. Drowley tells me, runs from 2.2 to one.

**Mr. Haggerty:** Low sulphur content?

**Hon. Mr. Auld:** Yes.

**Mr. Haggerty:** They have two stockpiles out there, one of high and one of low, do they?

**Hon. Mr. Auld:** They have several stockpiles and they are also in the process of converting to low sulphur oil.

**Mr. Haggerty:** In other words, if there are no complaints raised then you burn the high sulphur content?

**Hon. Mr. Auld:** No, it depends on the meteorological conditions. If it is an on-shore breeze and not too much of a breeze—I don't know exactly what the term is—it sits; then they go right to their minimum sulphur content fuel. But Inco can't do that because it has—

**Mr. Haggerty:** But has it not got a process, continued from the old stack to the new stack there now, for removal of sulphur dioxide? I guess it is in the changing process. It ends up with sulphuric acid. Is this still in operation in the new stack?

**Hon. Mr. Auld:** Hydro at the moment, as I mentioned the other day—I guess you weren't here—has a proposal for a stack process, which will cost about \$10 million to work on one 400 megawatt unit. It has four units there.

**Mr. Haggerty:** This is in process or in operation in one of the smaller stacks in Copper Cliff, I believe. The company was reclaiming from SO<sub>2</sub> sulphuric acid.

**Hon. Mr. Auld:** I believe in Windsor it is an electrostatic precipitator.

**Mr. Haggerty:** No, this is—I cannot think of the company which was there. It was one of the chemical companies which had a process.

**Mr. Drowley:** You are talking about Falconbridge now?

**Mr. Haggerty:** No, I am talking about International Nickel Co. I don't know if Falconbridge has the same process or not.

**Mr. Drowley:** No, Inco has a sulphuric acid recovery plant operated by CIL.

**Mr. Haggerty:** That's right.

**Mr. Drowley:** It is the iron ore recovery plant. It is not at Copper Cliff; it is at the iron ore recovery plant.

**Mr. Haggerty:** Could the same process not be applied at this new stack?

**Mr. Drowley:** The process which Inco has does not generate a high enough concentration of sulphur dioxide to recover it. In other words, it is one per cent or something like that and you need a minimum of about five per cent concentration of SO<sub>2</sub> to recover.

**Mr. Haggerty:** In the case of Falconbridge, does it have recovery?



**Mr. Drowley:** It was on the iron ore recovery operation, too; or tied into it.

**Mr. Haggerty:** It still has it, too. It ships this product to the paper mills in Marathon and to the area of Niagara Falls, I believe, and St. Catharines Erco and that area. We get back to Erco again. I guess it ends up at Erco it ends up as fertilizer again, and ends up on the land and then ends up in the water. Sometimes you wonder if we are going to gain in this or not.

This is one way of hiding the source of pollution by saying we are getting rid of  $\text{SO}_2$  coming out of the stack there, but in the end we are putting it right back on the land again.

**Hon. Mr. Auld:** A trainload of it had a small accident—

**Mr. Haggerty:** We will get into that in the next vote, I think. This is why I bring this to the minister now. That was the train wreck that happened in the Town of Pelham. There was an explosion in the Erco plant too, I believe, which caused some problems there; or rather it got out to the water and land in that area. I imagine some of the acid did get into the Grand River.

I know your department was on it at that time and I guess they put in some type of retaining wall or something to hold it in a catch basin or something along that line.

I wonder you know, in the end, are we actually solving the problem of pollution by allowing these different types of process to continue?

**Hon. Mr. Auld:** I suppose sulphuric acid will be produced somewhere if it is required somewhere else.

**Mr. Haggerty:** We are not gaining much by it in the end though, are we?

**Hon. Mr. Auld:** I would like to think that we are. Certainly all the antipollution requirements have ruined the market for sulphur. What did sulphur used to be? It is now down to \$7 a ton.

**Mr. Drowley:** It used to be \$40 and now it is down to about \$8 or \$9.

**Hon. Mr. Auld:** It used to be \$40 a ton and it is now down to \$8 or \$9 because so much of it is being recovered.

**Mr. Haggerty:** But we end up with fluorides and so forth. Again, it is another toxic agent in the atmosphere which can cause problems too.

**Hon. Mr. Auld:** We have a lot of problems with sewage sludge now that we have all these sewer plants!

**Mr. Haggerty:** Is there any contamination in the air from the uranium mines around Espanola-Elliott Lake area? I understand there was a problem with the men working in the mines there; I guess you would call it almost a stage of black lung. Do you have anything on atmospheric contamination?

**Hon. Mr. Auld:** You mean as far as air pollution is concerned?

**Mr. Haggerty:** Yes, air pollution.

**Mr. Drowley:** We don't monitor it ourselves. The radiation protection service of the Ministry of Health monitors it. We get the results and they report that there is no radioactive problem around the mining areas from atmospheric emissions.

**Mr. Haggerty:** There was a problem a few years ago concerning water, was there not? Of course we will get back into that, and I suppose it does come from the air, or from the tailings, I don't know.

**Hon. Mr. Auld:** We passed that vote.

**Mr. Haggerty:** Pardon?

**Hon. Mr. Auld:** We passed that vote.

**Mr. Haggerty:** I know we passed that vote, but if we get into the air vote, you know, sometimes it goes into the air and then lands back in the water and we end up with the problem of contamination.

**Hon. Mr. Auld:** There is currently no problem in the air.

**Mr. Haggerty:** Currently? It's down in the mines then. We will get into that through the Ministry of Labour, I guess.

**Madam Chairman:** Thank you, Mr. Haggerty. We will now have a go-round on noise, and I think Mr. Braithwaite wants to lead off.

**Mr. Braithwaite:** Just before we get into noise, Madam Chairman, I wanted to ask two or three questions to do with air pollution. Perhaps Mr. Drowley could tell us about methane. I'm thinking about the dump; I can't remember the name.

**Hon. Mr. Auld:** That's the next vote, waste management.

**Mr. Braithwaite:** No, I'm just talking about methane in the air; that's all I want to

find out. There is a dump at the corner of Kipling Ave.; this is between the north end of Etobicoke and the south portion of Vaughan. I forget the name of the particular landfill project.

I brought this up a couple of years ago when it first started. I wonder if it was the minister, or perhaps his predecessor who mentioned that there was constant testing for methane gas coming out into the air and into the water from the landfill project. I'm wondering if any of your assistants could give me up-to-date information on that problem.

**Hon. Mr. Auld:** I don't want to split hairs on it but I think, if it is the one I'm thinking about, it was a private site.

**Mr. Braithwaite:** No, no; this is one that was quite a big issue in the 1967 election. Metro wanted to take over the land and the conservation people—I just can't think of the name of the particular site.

**Mr. Deacon:** Thackery site.

**Mr. Braithwaite:** Thackery site, that's it. It is quite a large one, and it is at the south end of Vaughan township and the north end of Etobicoke. You get in by Kipling Ave., the north end of Kipling Ave. It is quite large and I wondered if the minister can bring me up to date.

**Hon. Mr. Auld:** I will ask Wes Williamson, who is in charge of waste management, but who apparently knows about this, to make a brief comment.

**Mr. W. Williamson (Acting Director, Waste Management Branch):** If it is the south Thackery site it is one of the two major Metropolitan Toronto landfill sites and of course we've been testing both of those for many years.

**Mr. Braithwaite:** Can you speak up please?

**Mr. Williamson:** But we haven't been testing for gas in those areas because there is no gas problem. We've been testing for water pollution.

**Mr. Braithwaite:** There is no methane gas problem there at all then?

**Mr. Williamson:** No, sir.

**Mr. Braithwaite:** And you say there is no testing done at all?

**Mr. Williamson:** Not for gas, no.

**Mr. Braithwaite:** Not for gas?

**Mr. Williamson:** No.

**Mr. Braithwaite:** What is there testing done for?

**Mr. Williamson:** For water pollution contamination.

**Mr. Braithwaite:** That's all? What do you mean by water pollution?

**Mr. Williamson:** Testing leachate; any possible movement of leachate from the landfill site into the surrounding area into water supplies, for example. This has been tested for a number of years; since the site started, in fact.

**Mr. Braithwaite:** And there has been nothing of concern?

**Mr. Williamson:** No evidence of movement at all.

**Mr. Braithwaite:** The only other point perhaps, Madam Chairman, is that I might ask Mr. Drowley when the last lead count was made in the Metropolitan Toronto area. What I'm trying to determine is whether there is any up-to-date count for the Macdonald-Cartier Freeway—this is right in the vicinity of Dixon Rd. or Airport Rd.—as opposed to the Scarborough area west of Warden Ave. between Ellesmere Rd. and Sheppard Ave. E., south of 401; the east and the west. I understand there has been some testing done there. I wonder if we could get some details on that.

**Mr. Macfarlane:** We have no sampling at Dixon Rd. and 401, sir. I think we could accept that the lead sampling in the Scarborough area is probably representative of the lead that would be encountered near 401, along any part of its length in the metropolitan area.

**Mr. Braithwaite:** Pardon? I am sorry. I didn't quite make out what you are saying.

**Mr. Macfarlane:** I think the lead levels which have been encountered in Scarborough alongside 401 would probably be reasonably representative of the lead levels that would be encountered through most parts of the city adjacent to the highway. So it would probably be fairly representative of that which would be encountered at Dixon Rd. at 401.

**Mr. Braithwaite:** Do I understand then, if we looked at the Macdonald-Cartier Freeway and all of the Airport Rd. area, the reading

would be quite similar to that of the Scarborough area mentioned?

**Mr. Macfarlane:** Approximately so, sir.

**Mr. Braithwaite:** Would the fact that there is quite a lot of airplane pollution from the unburnt fuel, and so on, in the western part—this would be in the Etobicoke area—not increase the count or would it mostly come from cars?

**Mr. Macfarlane:** I doubt very much it would compete with the number of cars, sir, that are travelling along that part of 401 in the Etobicoke area.

**Mr. Braithwaite:** I see.

**Mr. Burr:** What are the lead readings in Scarborough?

**Mr. Braithwaite:** The actual readings?

**Hon. Mr. Auld:** Would it wait?

**Mr. Macfarlane:** I'll have to get that for you, sir.

**Hon. Mr. Auld:** Could we send them to you?

**Mr. Burr:** Yes.

**Hon. Mr. Auld:** In fact, I think we issued a report on this last year sometime.

**Mr. Drea:** Oh, yes!

**Mr. Burr:** For Scarborough?

**Hon. Mr. Auld:** Around Metro. It included selected parts—not every intersection but various parts of the area.

**Mr. Drea:** It's Warden, isn't it? Warden and highway 401.

**Mr. Braithwaite:** Yes, I was given to understand that the air at Warden-401 is supposed to have the highest count in the city, but I gather from what has been said here tonight that the area at Dixon Rd. and the MacDonald-Cartier Freeway is almost as high.

**Hon. Mr. Auld:** I see Leonard Steel, who lives in Scarborough, nodding his head when you said Scarborough, and I think it's a disappointment to him. I think the highest one was in the basement of the parking garage at Malton Airport, at 5 o'clock one night, but that is not a 24-hour average.

**Mr. Braithwaite:** There is no air blown down there, or is there?

**Mr. Burr:** How would you know about that when it's inside?

**Hon. Mr. Auld:** I suppose that's the problem about giving an opinion.

**Mr. Drea:** That's when the DOT told you to turn your engine off it was idling at the airport. They did that, didn't they?

**Madam Chairman:** Mr. Braithwaite, would you like to start on noise now?

**Mr. B. Newman:** I wanted to ask another question on air pollution, if I can, Madam Chairman.

**Mr. Drea:** Before he does, could I? He has my house mixed up in the midst of this lead, and I wouldn't want my neighbours to be unduly upset. Could I ask you a question, Mr. Minister, since I live off Ellesmere, somewhere south of the 401?

**Mr. Braithwaite:** What street is that? What street?

**Mr. Deacon:** Ellesmere!

**Hon. Mr. Auld:** We just don't have the detail of that study here but I'll send you a copy of it.

**Mr. Drea:** You never went east of Warden Ave., did you? here is never any need to.

**Hon. Mr. Auld:** Did we go east of Warden Ave.?

**Mr. Drea:** I just wouldn't like to leave it on the record, Mr. Minister, that anybody who lives between Sheppard and Ellesmere in the borough of Scarborough is affected by lead.

**Hon. Mr. Auld:** I think everybody is reasonably safe.

While Mr. Macfarlane is trying to remember, and the member for Rainy River I guess is gone, the increased total in the vote that he was talking about is \$269,000.

**Mr. Deacon:** Say that again, please.

**Hon. Mr. Auld:** The increases in this vote total \$269,000, roughly; of which \$45,000 is for noise monitoring equipment; \$186,000 is for air quality monitors, both some replacements and the additional ones I mentioned in my opening remarks; automobile smoke-measuring devices come to \$4,000; auto-gaseous measuring devices, \$24,000; and smoke training machines, \$10,000.

**Mr. Deacon:** Smoke training?



Mr. Drea: What's that?

Mr. B. Newman: Smoke machines.

Mr. Deacon: Smoke training?

Hon. Mr. Auld: Machines.

Mr. Drowley: That's to train inspectors in the visual facility for gauging emissions of smoke.

Mr. Burr: Oh!

Mr. Braithwaite: How many machines would that be? One?

Mr. Drowley: One.

Hon. Mr. Auld: Pardon?

Mr. Braithwaite: That is one machine?

Hon. Mr. Auld: Yes.

Mr. B. Newman: How many trainees?

Hon. Mr. Auld: As many as we can train.

Mr. Braithwaite: How many is that?

Mr. Deacon: How many noise-measuring devices?

Hon. Mr. Auld: Mr. Tempelmeyer, how many machines?

Dr. K. E. Tempelmeyer (Special Studies Co-ordinator, Air Management Branch): I don't have a complete breakdown of the noise equipment. It involves one mobile van that would be very well equipped.

It would increase considerably our capacity for doing sound level measurements and to calibrate the instruments. There'd be a number of devices to measure the frequency spectrum of the noise, plus additional equipment to use in the office for the analysis of the magnetic tapes, and so on. One thing I can remember is eight tape recorders in addition to those that we have now.

Mr. Braithwaite: How many mobile units does this bring it up to?

Dr. Tempelmeyer: We would have approximately 20 sets of instrumentation that would be available for field use for making sound level measurements. We wouldn't have 20 sets of equipment to do detailed studies of very complex noise sources.

Mr. Braithwaite: How many would you have for the detailed studies?

Dr. Tempelmeyer: I don't have the exact figures here, sir, but I believe we would have

something in the order of six to eight instruments to do frequency analysis. We will have eight new tape recorders, plus two that we presently have.

Mr. Braithwaite: And how many of these units would be deployed in the Metro area, on the average?

Hon. Mr. Auld: Basically they will all be in Metro or Hamilton for the first year, because that is where we are going to be doing most of the work.

Mr. Braithwaite: Most of the work?

Mr. Drea: If I could just get back to my point? At your leisure, if you could send that; would you?

Hon. Mr. Auld: Anything east of Warden?

Mr. Macfarlane: Northeast of Warden, sir!

Mr. Drea: If he could send me it at his leisure. Why I am interested in this, Mr. Minister, is because you are much maligned—although you may not be aware of it—you are very much maligned in certain suburbs for that guideline that I discussed with you the other day about the 1,600 feet space between residential property and Highway 401 when there is new construction.

Hon. Mr. Auld: I think there is still something to discuss about air?

Mr. Drea: This is air. I am talking about air. I am talking about a guideline you put out that said: "Don't build a residential unit within 1,600 ft of the 401."

Hon. Mr. Auld: I think you are speaking not about a suggestion in terms of noise?

Mr. Drea: It is also in terms of air pollution and emissions as well, because certainly if the lead factor is as they say it is, then certainly it is on a comparable level with noise as a hazard.

Hon. Mr. Auld: I think most auto air pollution is within 50 feet of ground level; no, less than that, depending on how much traffic there is and what the circulation is.

But ground level lead is what, 20 ft.? With lead emission from automobiles, 20 ft. is where most of it goes?

Mr. Macfarlane: It depends on the amount of traffic travelling along the road and the shape of the road itself. In this particular case the critical distance depended on noise; the 1,600 ft that was being dealt with was associated with noise.

**Mr. Braithwaite:** It is 1,600 ft for noise is it?

**Hon. Mr. Auld:** Depending again on the terrain and if anything like an apartment or a shopping centre is in between. But if you were to want to have the millennium for a single family dwelling on flat ground next to 401 at peak hours, assuming that there isn't even a tree in the way, 1,600 ft was a suggestion.

**Mr. Burr:** Who thought that suggestion up? That is a third of a mile almost.

**Hon. Mr. Auld:** That is right.

**Mr. Braithwaite:** That is the ministry's guideline, is it not?

**Hon. Mr. Auld:** If you want to get an ambient—we are into noise. I think there is one more about air. Let's get that one done and then—

**Mr. B. Newman:** If I may, Madam Chairman, ask the minister if the ministry takes lead samplings at the Ambassador Bridge or the Detroit-Windsor tunnel? The number of customs officers who seem to have been affected with heart condition, I am told, is abnormally high as a result of the exhaust emissions from the vehicles as they stop at control points at the tunnel—more so at the tunnel than at the bridge. The complaint that I have heard has been about the Detroit-Windsor tunnel. Is that your department's responsibility?

**Hon. Mr. Auld:** Again, going back to what we were talking about before supper tonight,

for an eight-hour shift for a healthy person the levels that somebody would normally experience with a lot of vehicles would not be above the health standard.

**Mr. B. Newman:** But there is a different problem at the tunnel, Mr. Minister. That is the fact that there is a great—

**Hon. Mr. Auld:** Perhaps Mr. Drowley can answer that.

**Mr. Drowley:** The tests you were referring to were conducted by National Health and Welfare as an occupational health hazard.

**Mr. B. Newman:** Then it is not done by this ministry at all?

**Mr. Drowley:** It is not done by us. They were federal employees, and they were looking after their own.

**Mr. B. Newman:** That is good enough as an answer. The other question I wanted to ask of the minister is: Are samplings taken of aircraft emissions, either coming in for landings, or taking off from an airport? Is that a responsibility of your department or is that also federal?

**Hon. Mr. Auld:** That is also federal. We touched on that a little earlier.

**Madam Chairman:** We will adjourn now, since it is 10:30 o'clock. We will resume tomorrow after question period with Mr. Braithwaite on noise.

The committee adjourned at 10:32 o'clock, p.m.

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# Legislature of Ontario Debates

## **STANDING COMMITTEE ON SUPPLY**

**Estimates, Ministry of the Environment**

**Chairman: Mrs. M. Scrivener**

**OFFICIAL REPORT — DAILY EDITION**

**Third Session of the Twenty-Ninth Legislature**

**Tuesday, May 29, 1973**

**Afternoon Session**

**Speaker: Honourable Allan Edward Reuter**

**Clerk: Roderick Lewis, QC**

**OFFICE OF THE SPEAKER  
PARLIAMENT BUILDINGS, TORONTO  
1973**



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# LEGISLATIVE ASSEMBLY OF ONTARIO

TUESDAY, MAY 29, 1973

The committee met at 3:30 o'clock, p.m., in committee room No. 1; Mrs. Scrivener in the chair.

## ESTIMATES, MINISTRY OF THE ENVIRONMENT (continued)

On vote 1803:

**Madam Chairman:** Mr. Minister and gentlemen, I believe we have a quorum, and so we will commence this next meeting of the committee on estimates to hear the budget for Environment.

My substitutions are Mr. Burr for Mr. Deans; Mr. B. Newman for Mr. Good. I believe our first speaker at this point is Mr. Braithwaite who is going to commence the discussion on noise control.

**Mr. B. Newman (Windsor-Walkerville):** Are you making the list of speakers now, Madam Chairman?

**Madam Chairman:** Yes.

**Mr. B. Newman:** Will you put me on the list?

**Madam Chairman:** Mr. Newman. Any other speakers on noise?

**Mr. T. A. Wardle (Beaches-Woodbine):** Madam Chairman, is this all on noise?

**Madam Chairman:** We're going to talk about noise control. Would you like to speak?

**Mr. Wardle:** Noise only.

**Madam Chairman:** All right. Please commence, Mr. Braithwaite:

**Mr. L. A. Braithwaite (Etobicoke):** Madam Chairman, I have a prepared text I would like to deliver first.

**Madam Chairman:** I have to make a correction. Mr. Newman cannot substitute for Mr. Good who is not a member of the committee. He substitutes then for Mr. Worton.

**Mr. B. Newman:** Okay, put me down for someone anyway.

**Madam Chairman:** It wouldn't be legal.

**Mr. B. Newman:** I know.

**Madam Chairman:** Sorry. Mr. Braithwaite.

**Mr. Braithwaite:** To get the debate started—

**Mr. B. Newman:** I got away with it yesterday.

**Mr. Braithwaite:** —I'm certain my colleagues will be going into some of the other details of the problem of noise pollution.

Today, I would like to start off by making a few comments in the area of noise. My comments will be basically on two specific subjects: firstly, the problem of noise pollution from aircraft in Etobicoke and, secondly, the problems created by the widening of the Macdonald-Cartier Freeway in the north Metro area.

I would like to discuss the history of the Clarion Rd., Waterbury Dr. and Willowridge Rd. homeowners and the problems they have faced because of the widening of 401 north of Richview Sideroad and south of Dixon Rd. Then I would like to proceed with the area north of Dixon Rd. on the east side of the Macdonald-Cartier Freeway and the problems they have there. Lastly, I would like to discuss the 401 and Warden Ave. area pollution—in particular, the four streets west of Warden Ave. between Ellesmere Rd. and Sheppard Ave. E. The homes are on Cavehill Cres., By-Pass Court, and Crocus and Wish-ing Well Drs.

Madam Chairman, I am particularly concerned with the relationship between noise pollution and mental health, particularly in our borough. It is widely known that of the approximately 2,766 Ontario Housing units which are located in Etobicoke, 2,243, or about 81 per cent of same, are located in the north Rexdale area—the specific area which is most effected by noise pollution caused by automobile traffic and a heavy incidence of aircraft noise.

Some people in Etobicoke think that the problems we have had and are having in northern Etobicoke are reflected in the Etobi-

coke Troubled Children's Survey. They also feel that the OISE report on five primary schools has a direct correlation to the prevailing atmosphere of stress and noise, particularly in the Thistletown area.

We have in that particular area a great number of high rises—this is the northern part of my constituency—and we have a great concentration of families with problems. I don't have to tell the members that the problem of noise pollution from aircraft and automobiles makes the situation of all those who live in northern Etobicoke definitely worse.

I want to refer to the minister's press release of May 19, 1973. I must compliment the minister. As was mentioned last evening, he has a tremendous staff. I don't know what you pay them, but they turn out very good PR material. I got one today, I forget what it's on but it is very good reading.

In any event, the one of March 19 refers to a speech made recently by the minister to the London Rotary Club. In part, the minister stated: "Our objective is to reduce the irritating and annoying sounds, which invade our daily lives in many ways, to acceptable and reasonable levels." The minister then went on to discuss various works being carried out in relation to noise by his department.

Then, Madam Chairman, I note in Environment Ontario, Vol. 2, No. 2, that the minister is quoted as saying: "Noise is not a necessary evil and noise problems can be solved, but like other pollution problems, the solution demands a blend of technology, public and private action, and a healthy dose of economic realism."

I want to point out to the minister that noise pollution in northern Etobicoke, particularly from aircraft, is most severe, disruptive and enervating. I don't know if the minister is aware that in some areas of Rexdale the aircraft noise is as high as 105 decibels. This is from aircraft which leave on runway 23 RO 5L. They go up over the southern part of Rexdale and they bring noise pollution to the whole northern part of Etobicoke and in particular Rexdale.

The minister may be aware of the fact that in the summertime most people can't leave their windows open. If you are in your garden when an aircraft takes off or lands, all conversations stop until the aircraft has passed over. It is most disturbing to individuals who live in the area. The area in the southern part of Etobicoke, the Markland Woods region, suffers from the same problem. I presume there are parts of Mississauga and

other parts of Metro which have the same problem.

So noise pollution, Mr. Minister, is something that we find in Etobicoke, and I speak for Metro as a whole when I say it's a real problem.

My colleagues will be going into other parts of it but, for the record, I want to continue with my statement. As I said, in some parts of Rexdale the decibel reading is 105. This is as loud as a riveting machine or a casting shake-out area in a factory. The lowest noise measured in that area when an aircraft is going over is 90 decibels. This, I understand, is as loud as a subway train, a printing press plant or a boiler room.

Mr. Minister, the people who live in north Etobicoke do testify to the fact that aircraft noise is becoming intolerable. The minister states that noise level objectives will be established for individual vehicles in the near future. I would urge him, in fact I would plead with him, to immediately get some of his experts to contact their counterparts in the Department of Transport at Ottawa to see what can be done about reducing the noise levels caused by aircraft in northern Etobicoke.

I think a letter I have here from Malcolm E. Thompson of 51 Porterfield Rd., Rexdale, which was sent to Alistair Gillespie, MP, the federal member, to Mr. Dennis Flynn, the mayor of Etobicoke, and to myself on April 2, 1973, pretty well summarizes the problem of aircraft noise. The letter commences:

The subject of this letter is the operation of the Toronto International Airport. My family and I have lived at 51 Porterfield Rd., Rexdale, for 15 years.

I have a daughter in her last year at York University, a son in grade 11 at West Humber Collegiate, another son in grade 8 at Heatherbrae Middle School, and a third son in grade 1 at West Humber Public School. These children are all healthy, happy, better-than-average students with good mental attitudes.

I like to think this is the result of living in a warm, secure home in a pleasant, well-established neighbourhood. I now believe this atmosphere is being destroyed.

During these 15 years we have lived with the airport I think the procedures used for landings and takeoffs have generally placed the welfare of the surrounding residents as one of primary consideration. Landing approaches were made from the south and east and takeoffs made to the north and west over relatively open



country. This procedure developed much greater significance with the introduction of the jet-engine aircraft that leave behind great thundering reverberations that spread out across the country in the wake of their takeoff ascent.

During the past few months some person or persons in authority have drastically altered this procedure, allowing the same jet aircraft to take off consistently in an easterly direction, where that same takeoff wake spreads over a high residential area. These Etobicoke residents live in homes valued up to \$100,000. The majority of these residents are obviously in the middle and upper income brackets.

Why would this person or persons in authority at the airport issue such an order? Let's make what I think is a fairly accurate assumption. The vast majority of aircraft flying out of the airport have destinations in the easterly or southeasterly direction. If they take off to the west they have to gain a designated flying height before they can turn about to their desired compass heading. This requires additional flying time, and a corresponding additional consumption of fuel.

Here I think we have the answer to our question of why: flying time and fuel, those variable operating factors that can affect the profit and loss column of financial statements—in other words, the almighty dollar. You don't have to be an airline manager to realize the economics of taking off with a maximum load condition under full power to the west as opposed to taking off to the east, which is your desired direction. If all the various airlines and charter flight operators got together and lobbied for this change in procedures, I would think it strange if they did not. So they proceed to insult the intelligence and abuse the mental peace of mind of the residents of Etobicoke who live here year round.

In the 15 years I have lived here my bedroom window has always been open at least a crack, regardless of weather. Not now. I have had my seven-year-old son tell me at 10:30 at night that he could not go to sleep because of aircraft noise. The 11 p.m. curfew is completely ignored with aircraft still taking off as late as 3 a.m. It is impossible to sleep in on weekends. The aircraft start taking off at 7 a.m. one after another, so at times the noise is literally constant.

What happens in the nest when we have all the windows open? [This is a question

he asks.] This is destroying our peace of mind and our home, and why? To assist the profit column of airlines more than 90 per cent of which are foreign based and owned.

The residents are fed up with this intolerable situation. Must we form committees and prepare petitions? I hope not. I would like to think this letter to the three men chosen and elected by the residents of Etobicoke to represent their thoughts and views at the various government levels would be sufficient to see that the landing and takeoff procedures are changed back to the system affecting the least number of residents, regardless of slight cost factors to the airlines.

Then Mr. Thompson signs the letter.

Mr. Minister, I would remind you that yesterday I mentioned that I had sent out a questionnaire to all of the residents of my constituency, some 32,000, and of those reporting from the Rexdale area, I would say one-quarter of them made mention in the space left for comments, of the fact that something should be done about aircraft noise, particularly in the summertime.

I also want to bring to the minister's attention the fact that a number of years ago an American magazine published an article on the subject of airport noise. This article showed the relationship between the intensity of specific action of the people affected by airport noise and the intensity of the increasing noise from airports. It showed that at a certain point on the curve, the complaints turned from verbal complaining to actual political action.

Mr. Minister, I'd just like to point out to you that there is a consensus in Etobicoke that the action point of the curve has already been reached by many. We feel that both federal and provincial governments have been derelict in their duties in connection with noise pollution in northern Etobicoke. We would like to have something done immediately.

I suggest to the minister that his experts could look into the following areas of noise pollution, particularly with reference to aircraft: noise suppressors and noise mufflers; aircraft specifically designed so that the intensity of noise is minimized both on takeoff and on landing; more spot checks with mobile vans for infractions of the noise pollution regulations—and I presume the mobile vans we were talking about yesterday are the vans which will be used for that sort of thing; greater use of instrument flying for

glide paths, such as precise control radar as opposed to visible approach.

Mr. Minister, I am not an expert on this subject, but I am certain that your staff could come up with other suggestions which could be studied in co-operation with their federal counterparts so that the noise around airports, including the Toronto International Airport, could be kept to a minimum.

As I mentioned earlier, Mr. Minister, there are many who state that during the day in the summertime they just can't live in their backyards and that their peace of mind and the good life which we have enjoyed in Etobicoke is slowly deteriorating. The letter from Mr. Malcolm Thompson is quite representative of how a large proportion of the people in Etobicoke think. If the minister is interested in sweetening up the attitude of those who live in Etobicoke toward this government, then I suggest to him that he could do so by doing something about aircraft noise. I think that it could greatly counteract some of the bad publicity and some of the, shall we say, untoward thoughts that many Metro people, who live in the vicinity of airports, have for the present government.

I want to make reference in particular, Mr. Minister, to my feeling that the 11 p.m. to 7 a.m. curfew on jet flights from Toronto International Airport should be more closely policed. I would strongly urge the minister to press Ottawa to reduce and not increase the number of scheduled jet flights during the curfew. From what I understand, it appears that the curfew is being broken left and right. I don't know what testing the minister and his people are doing but particularly on cloudy nights, the noise from these jets taking off is just something to hear! Mr. Thompson was quite right when he said that his son had difficulty in sleeping at night due to the noise of the aircraft taking off.

Apparently part of the night-noise problem is connected with the fact that Air Canada has substituted Viscounts with DC9s on late-night flights. The minister made reference to DC9s taking off under full thrust yesterday when we were discussing air pollution. However, from what I can gather, the use of DC9s seems to have made the noise-pollution problem worse. People who live in Etobicoke's Markland Woods and in northern Etobicoke can testify to the increased intensity of the late-night flights and to the increased intensity of the noise-pollution factor.

In closing I would ask the minister to seriously consider some of the suggestions I

have made with reference to aircraft noise. In part I would ask him to have his staff press Ottawa to insist on the use of noise suppressors on 707s and DC8s and wherever else they can be used effectively. I have no doubt these appliances would lower noise immediately.

When I have finished my prepared comments I would like the minister to comment on what his ministry is doing in co-operation with the federal government with reference to the problem of noise pollution around the Toronto International Airport, and I would like to know just what the minister is doing to foster this co-operation. I feel that I can't express too seriously to the minister how severe the problem is, particularly in northern Etobicoke. That is the end of my comments with reference to noise pollution from aircraft.

I would like now, Madam Chairman, to bring to the minister's attention some of the problems that we're having, not only in Etobicoke but also in Scarborough, with reference to the widening of Highway 401 or the Macdonald-Cartier Freeway. Back in 1969 a group of residents of the area between Richview Sideroad and Dixon Rd. on the east side of the Macdonald-Cartier Freeway were in contact with the then Minister of Transport. I know that this whole question of noise-baffles and experimental noise barriers has been the sole responsibility of the Minister of Transportation and Communications in the past, but since this minister has taken over the problem of noise pollution, I feel that his department is directly connected with the whole sector. I think that the comments that I am going to make now really do concern his department. I would be pleased to have his comments when I have finished.

As I was saying, the people who live in the area of Clarion Rd., Waterbury Dr. and WilLOWridge Rd., generally east of the 401 and south of Dixon Rd., came to see the Minister of Highways at the time—Mr. Gomme—in 1969, and it wasn't until the election time of 1971 that anything was done at all to assist them or to attempt to assist them with the problems that they were having. The problems that they were having were caused by the fact that Highway 401, which had been in a sort of a valley previously when they bought their homes and which had not been causing any noise pollution or any other pollution from salt or dirt or vibrations, was raised and widened to about 12 lanes, just as is presently being done in Scarborough. The highway was brought as close as 38 ft to



some of the backyards of the people concerned.

In some of the readings that were taken at the time back in 1969, at 72 Clarion Rd., one of the houses that was affected by the noise pollution, the readings were as follows: one of the back bedrooms, with the windows closed, had a reading from cars at 50 decibels, from trucks 60 to 70 decibels; in the back bedrooms, with the windows open, the readings from cars were 65 to 70 decibels and for trucks from 79 to 90 decibels. I point out to the minister that in that particular area of the highway, the highway is on a bit of a slant and the trucks have to gear down in order to come up the highway north-easterly toward Dixon Rd. Their successive gear-changing and the noise at night is something to hear.

Some of the people there had nervous breakdowns—and this is going to happen in Scarborough—and I pointed out to the Minister of Highways at the time that the problems that I was bringing to his attention, and to the attention of the House, were going to be repeated.

I was quite surprised when it took almost two years before anything was done, but my predictions have come true because the people in Scarborough are complaining as well, and I will get to that later. Right now I just want to point out that the nerves of many of the children and their parents were affected by the noise in the area that I'm speaking about—northwest Metro. Generally, their enjoyment of life was ruined because the highway was widened.

I was particularly concerned at the time as to why the government and the Ministry of Highways—the Department of Highways at the time—hadn't even considered the effect that the widening of the highway would have on the people who lived in the area. It seems to me that the same problem is being carried on again in the area of Scarborough that I mentioned earlier. No thought has been given as to what effect it might have on the schools nor on the people who live there. The only thing that appears to have been considered is how many cars can we move and how quickly can we move them?

These people, Mr. Minister, met with the minister in October, 1969, and I brought the matter up in the House sometime in March of 1970. Many meetings were held. The same pattern that is happening in Scarborough now happened earlier in the area that I'm talking about. As a matter of fact, the situation got

so bad, some of the mothers became so desperate that they threatened to block the highway with carriages at 5 p.m. some day. All in all, the articles printed in the newspaper resulting from these meetings and from the comments made in the House, got the Minister of Highways to do something, and they built a series of noise barriers in the general area.

The noise barriers, I understand, cost something in the area of \$265,000 to \$270,000. They didn't do much good but they were built just before the election of 1971. At the time, it was specifically set out that the experimental noise barrier would be just that. I felt at the time, Mr. Minister, that perhaps the government was afraid of precedent. After all, everybody from everywhere starts asking about noise barriers, and it could run into an awful lot of money. But when you think of what a highway costs per mile to build—and your experts can tell us later perhaps how much that is—the additional cost of planning for some sort of noise barrier could easily be taken into account.

Near the very same highway—I think it's known as 427 now—farther south of Richview Sideroad or Eglinton Ave., the people who live on the eastern side are having the same problem. This is John MacBeth's riding. It's the same problem they're having in Scarborough and that they had north of Dixon Rd., and which has partially been alleviated by this experimental noise barrier.

I'm looking at a map that the department put out at the time it was announced. The noise barrier is composed of different sections and different materials. I see concrete panels in one place and there is an earth berm in another. There are cellular concrete panels in another. In another there are cellular concrete panels on an earth berm and so forth.

I've talked to people who live in the area and they tell me that it has reduced markedly the noise, and the pollution of the air from salt in the wintertime, and from dust and dirt at all times. It has done some good.

But what we are concerned about is the fact that they weren't even asked about a noise barrier when the plans were made. It seems that no thought was taken by the planners of the fact that the noise barrier should be high enough to look after the question of noise pollution and air pollution of second floor areas in the homes. I've talked to people and they tell me that they still can't sleep on the second floor of their houses, particularly, in the daytime, those who work on shift work.



This matter was brought up in the House a year or so ago. I was speaking with the then minister, Mr. MacNaughton, about the request being made by the people who live north of Dixon Rd. and east of the highway. First of all we were told the barriers were still being evaluated. I understand now the evaluation is complete and that the Environment people, or perhaps it's the MPC people, feel that the barriers haven't done all that they're supposed to.

Mr. Minister, I'm going to ask you, could the existing experimental noise barrier not be raised? That's the first thing. If I recall correctly, there is another built somewhere on the Don Valley Parkway. Couldn't some of the lessons learned in the building of these two barriers be used to build further and, perhaps, higher but better noise barriers north of Dixon Rd. on the east side of the same highway, and in the Scarborough area which I mentioned earlier and which I will refer to later?

I'd like to move now to the area north of Dixon Rd. and east of the 401, or the MacDonald-Cartier Freeway. I have a letter from the people who live in that particular area. They call themselves the Kingsview-Camperdown Silent Nighters. They've banded together and they've been in constant communication with the Minister of Transportation and Communications over the years. I have a letter from them. It's a copy of a letter which was sent by these people to Mr. Gordon Carton on May 18, 1973. I want to read it into the record because it pretty well sets out what has happened in that particular area. Then I want to move on to the Scarborough area.

The letter referred to reads as follows:

Dear Mr. Carton:

This letter is a follow-up to your letter of Feb. 19, 1972, concerning the erection of sound barriers on the south side of Highway 401 between Kipling Ave. and Dixon Rd. In order to assist you in recalling what has been done on this subject, we list below the dates and a summary of events:

June 24, 1971: a petition was presented to the Ontario government calling for the erection of a sound barrier. The justification cited in this petition was the continuing noise and other pollution which deprives us of the use of our homes and endangers our health. This petition was presented in the Legislature by our member, Mr. Braithwaite. Mr. MacNaughton said in the Legislature that it was certainly

a possibility that we could expect some relief by next summer. That was to be the summer of 1972. He also said funds would be provided for such a project.

I might point out to the minister that I don't know if Mr. MacNaughton felt that he wouldn't be in that same portfolio come the summer of 1972. But he did specifically say something would be done and that funds would be provided. This was relayed to these people and this is why they've mentioned it here. The letter to Mr. Carton continues:

Now, on Feb. 10, 1972, since we had received no further information on the subject, we sent you a follow-up letter. On Feb. 23, 1972, you replied to our letter and indicated that the noise barriers were being evaluated. However, you said you could not go ahead with the project until you knew exactly what the prototypes were accomplishing and to what extent designs should be modified. When the requirements and feasibility of such facilities were determined beyond question, you would give high priority to the construction.

So you see, back in 1972 another minister, besides Mr. Wells who will be mentioned later, mentioned the same thing and stated, "We are working on it." And I presume that your people will be able to tell us in detail just what's being done and what these people here, the Silent Nighters and the people in Scarborough, can expect in the future and how soon. I don't expect to hear the standard phrase, "in the fullness of time," because these problems are urgent. The letter goes on:

On June 12, 1972, our member, Mr. Braithwaite, followed up on the above letter in the Legislature. This consisted of a discussion between you [that's Mr. Carton], Mr. Braithwaite and Mr. Armstrong, who appeared quite knowledgeable on the subject. Mr. Armstrong believed that the only problem with the experimental sound barriers is that they are only 10 feet high and this was not high enough. It was noted by Mr. Braithwaite that the people were not consulted on the height of the barriers.

Since June 12, 1972, we have not heard anything from the government. In the meantime, the sound level in our backyards compares with that of a noisy factory. With such noise levels we cannot sleep at night, cannot use our backyards, and the possibility of hearing impairment exists. In the meantime, we continue to hope that the government will soon have some

solution to the problem that it created when it widened the 401 to 12 lanes.

We feel we are victims of an injustice that was not caused by us. Since we are not looking forward to another summer of intolerable living conditions, will you please let us know what your plans are to reduce the noise from the highway and when we may expect some relief?

By a copy of this letter to Mr. Braithwaite, we are asking him to aggressively pursue this matter to a satisfactory conclusion.

And the letter is signed by the chairman and other members of the Kingsview-Camperdown Silent Nighters committee. A carbon copy of this letter was sent also to Dr. K. E. Tempelmeyer of the borough of Etobicoke.

**Hon. J. A. C. Auld** (Minister of the Environment): Is that the Dr. Ken Tempelmeyer who is here, working with us?

**Mr. Braithwaite:** Oh, maybe it is. I'm sorry, because it says borough of Etobicoke here.

**Hon. Mr. Auld:** It may take a little while to get to him.

**Mr. Braithwaite:** Does he get around much? All right. He is one of our experts. All the better.

**Mr. Braithwaite:** I want lastly to turn to the very same problem that I mentioned earlier, that's cropping up now in the area east of the 401. The streets, as I mentioned earlier, that are involved are Cavehill Cres., By-Pass Court, and Crocus and Wishing Well Drs. These, I understand, are west of Warden Ave. between Ellesmere Rd. and Sheppard Ave. E. The people here are complaining of noise, exhaust fumes and salt spray and garbage because of the nearness of the 12-lane highway—exactly the same as what happened out in Etobicoke.

From what I understand, the residents originally held a coffee party in October, 1971, with Mr. Wells, who is their member, in attendance. Pollution Probe took sound readings of 85 to 95 decibels. If I could interject for a moment, your people have stated that these sound barriers haven't been exactly all that the department had expected, but perhaps they could tell us just what the sound readings are in Etobicoke north and south of Dixon Rd. in the areas that I'm talking about, so that we may compare them with the 85 to 95 decibels that the people in Scarborough are complaining about.

**Hon. Mr. Auld:** Is anything included in that—

**Mr. Braithwaite:** I'll get on to that later. Let me finish my comments.

**Hon. Mr. Auld:** I thought you wanted it now.

**Mr. Braithwaite:** No, no. It's okay. I just thought I'd mention it so that you could make a note. The next part of the background is that the residents met with their member, the minister, Mr. Wells, in July, 1972. It was well reported in the newspaper with a nice picture of Mr. Wells that he would be asking the Minister of Transportation and Communications to do something. Nothing has been done in Etobicoke, even though a promise of rectification was made by Mr. Carton with reference to that area, and by Mr. MacNaughton.

On May 14, 1973, after about 20 months, we find that no action at all has yet been taken. Mr. Wells stated that he would be arranging a meeting with the residents and Mr. Carton. I noted in the Toronto Sun yesterday that Mr. Carton would be meeting with the homeowners of Cavehill Cres., By-Pass Court, and Crocus and Wishing Well Drs. on June 5. This meeting is coming up.

Frank Beale, of Wishing Well Dr., is mentioned in the article as stating that he hoped the meeting would lead to a solution to the problem, which forces residents living as close as 15 ft from the 12-lane highway to stay indoors with windows closed.

This problem, as I said, Mr. Minister, is exactly the same problem that we had in Etobicoke, and it would be interesting to see what Mr. Carton comes up with when he meets with these people. I had hoped, as I mentioned earlier, that by this time your noise pollution people should have something that they would have been able to come up with for these people.

As in Etobicoke, the people out in Scarborough are complaining that the value of their houses has dropped because the widening of the highway has brought the noise and pollution right to their very doorstep.

These people, Mr. Minister, also point out that the lead count there is the highest in Ontario. As we mentioned last night in our discussion on air pollution, the lead count in Scarborough is the same as the lead count in the area in Etobicoke where the highway goes through.

These people are concerned, as we all are. They want to know how long it will take be-



fore permanent ear damage occurs with the noise pollution level of 85 decibels.

The problems they're talking about in Scarborough are almost the same as the ones I mentioned earlier.

They say that Highway 401 is 15 ft from their living-room windows. They say their children, because of the constant drone, have become used to shouting; that they talk louder than normal children. It is not uncommon for light bulbs to fall from fixtures. One man's swimming pool has had its foundation cracked three times because of the thumping and the noise of the highway.

I understand, in that particular area, that they have only a low guard-rail and a steel mesh fence separating their yards from the freeway.

I understand one of the trustees for the public school out there known as Terraview Public School, Mr. Tetley, is quite concerned, because the windows of that school can't be opened. There can be no ventilation because of noise pollution, dust and air pollution caused by the highway being widened, and the increased traffic. I'm given to understand that in a recent truck accident in the vicinity of the school that the truck ended up quite close to the school. The truck broke through the guard-rail and the steel mesh fence. People are wondering, what would have happened had it been a gasoline truck. There is a distinct safety problem. A barrier could definitely be used in this area. As it is now, people are complaining. They'll be giving their comments to Mr. Carton in the near future, as I've mentioned.

It seems strange that Mr. Wells would mention the wall to reduce the 401 noise when he talked to the people, and that a wall still hasn't been built in the area north of Dixon Rd. And that nothing really is being done. One wonders whether people are going to have to threaten to barricade the highway with baby carriages as they did in Etobicoke before any action is taken.

There is a split between Mr. Carton's ministry and your own, but it would seem, Mr. Minister, that this is a problem that requires some tough thinking. A quick solution should be arrived at, particularly by your department, since we're discussing your estimates. I would say is a most important matter.

I mentioned earlier that the lead count has been taken by Pollution Probe and that the noise rating in Scarborough is the highest in the province. There are many other things that the people are complaining about. These various objections to noise pollution and air

pollution caused by the widening of the highway should make it quite clear to the minister, and to Mr. Carton's ministry, that some sort of improved noise abatement barrier or wall should be erected in this particular area and erected as quickly as possible.

I'm given, Mr. Minister, to understand that there seems to be some confusion in the government—a tugging of power, because there is concern on the part of some people in the government about setting a precedent.

As the minister knows, the 401 at present is being widened to the east, past Markham Rd. and that's widened to the 12 lanes. I'm given further to understand that the Ministry of Transportation and Communications owns key lands in this expansion area. Perhaps the minister has heard of the name of one Joe Lebovic. I'm told that he is a well-known contributor to the government coffers at the right times and that he is a developer. I'm told that he wants to develop lands for housing in the Meadowvale and 401 area about two miles east of Markham Rd. Therefore, it would appear that Mr. Wells and Mr. Lebovic are at odds and the MTC is in the middle. If experimental noise barriers are constructed, the borough mayor, Mr. Paul Cosgrove, would no doubt then press for specific amendments prohibiting the construction of housing within specific distances of highways and with specific guarantees of noise abatement walls.

Yesterday, Mr. Minister, we got into the discussion and we got off it again, but it was mentioned that guidelines have been set down by your own people for areas quite similar to this. These guidelines concern the building of single-family homes. As I understand it, your department recommends that 1,600 ft be kept between the highway and any homes to be built.

It appears that the MTC and Lebovic want the housing to go in and Mr. Wells doesn't. It appears that because of this conflict, there is a delay in rendering help to the people of Scarborough and Etobicoke, all of whom are suffering from the highway being widened.

I wonder, Mr. Minister, if at this time, you might want to make some comments about the question of the experimental noise barriers in Etobicoke and Scarborough. Also I'd like to get some comments from some of your people about what is being done with reference to noise pollution from aircraft. I understand that Mr. Newman will follow up with other questions on airport noise, so I am just going to limit my questions to those I've made.



**Hon. Mr. Auld:** Perhaps I could go back to the area that you started about aircraft noise—

**Mr. Braithwaite:** Do you want to start there?

**Hon. Mr. Auld:** I think that—

**Mr. Braithwaite:** Well, Mr. Newman is going to follow up on it. This is why—

**Hon. Mr. Auld:** Perhaps I could answer some of his questions before he poses them. Maybe that's a happy hope but—

**Mr. B. Newman:** I was going to bring up the airport back in my own community with its effect on the environment.

**Hon. Mr. Auld:** We have no control over the aircraft. They are federally regulated. As we mentioned yesterday, we are actually aware of the problem and have discussed it with the federal people. As I understand it, Transport have made certain requirements on the DC9s about the type of engines. This is basically in their bailiwick.

There has been a considerable improvement in aircraft jet-engine design. I think that jet engines now in production, are down to around 100—and in some cases I have read about, to 95—decibels. In measuring aircraft noise on the ground or in takeoff or landing, there's a pattern that's used—a 50- or 100-ft cone. I can't give you the figures of the distance away, but it's not the same as automobiles. What is it?

**Dr. K. E. Tempelmeyer** (Special Studies Co-ordinator, Air Management Branch): I would think the distance would be somewhat greater than 50 ft, Mr. Minister, but the exact distance, I don't know, either.

**Hon. Mr. Auld:** However, as I say, great progress has been made. I think the original jets are up to around 135 decibels. There are probably still a few of those around.

One of the problems, as I understand it, is the cost of the engines. Unfortunately, there are no sort of add-on mufflers that you can apply. It is a new design. I think they call them axial flow. You may have noticed it on the latest 747s. They're in their third generation engine, I think. It's a lot stubbier and it has cowlings and things on it as opposed to the original very long, relatively narrow jet engine.

There are turboprops that are considerably less than that. Rolls Royce have the Fokker Fairchild something or other that Transair is now using. It is down to 95 decibels and

they tell me that has Rolls Royce engines in it. I was told by the Rolls Royce representative when I was on the aircraft that that engine is about two years old and they now have in prototype form one that is even less noisy than that.

The point that I am trying to make is that this is not our direct responsibility and we have no control over it, but we are interested.

The other thing that I wanted to say is that, with the exception of aircraft and locomotives, our approach is to deal with the source of the noise where we have the authority to do it. The money in these estimates is for the start of a programme which I mentioned before and I won't go into it in detail. It will deal with noise in the first instance from trucks and automobiles under certain conditions and it will be, we expect, enforceable.

The problem in the past has been that legislation said, for instance, a vehicle should not be making "unreasonable" noise. That's a pretty subjective kind of a judgement, and the courts have rarely convicted when charges have been laid under a statute that is that loose. Of course, one of the problems is that it applies to airports. In all fairness, the airport has been noisy for a long long time and people have still continued to build closer and closer to it.

**Mr. Braithwaite:** If I could interject, I was talking about people who have been there for some time. Regarding that man Thompson's letter that I read into the record, he has been living there for 15 years and he is talking about the fact that the use of runways has been changed.

**Hon. Mr. Auld:** I am not competent to comment on that. I know that there are certain safety problems and that the pilots' association, I read in the paper, is concerned about power restrictions and flight paths and that sort of thing. This is a determination that the people in charge of the airport, which is the federal Department of Transport, have to make. That is really all I can say about aircraft noise. We are very much aware of the problem. It is decreasing, in a sense, but jets are noisier per se than most turboprops. Consequently, with the change to jets the noise level. I am sure, has increased. Now, getting to—

**Mr. B. Newman:** Mr. Minister, do the aircraft manufacturers provide you with noise ratings of their various engines as they produce them?

**Hon. Mr. Auld:** The US authorities have been—I don't know that they have set these standards yet, but I had discussions with some people in Washington when I was there a while ago on another matter. We were in the Capitol, in the Representatives' office building, and when the wind changed that afternoon we heard the planes coming into the downtown Washington airport. It sounded like they were coming right through the wall.

I was inquiring about this, and I was told that the—I guess it would be the EPA in the States—were attempting to set up standards for measurement at the edges of airports. But I think the problem they will face in terms of time is the fact that, as I mentioned a moment ago, you can't just stick something on the engine. You have to put a new engine on. Those engines are very expensive.

**Mr. Braithwaite:** You mean it is not possible to use mufflers?

**Hon. Mr. Auld:** No.

**Mr. Braithwaite:** You can't modify the system?

**Hon. Mr. Auld:** It is a matter of the whole design.

**Mr. Braithwaite:** Pardon?

**Hon. Mr. Auld:** I am told that you cannot.

**Mr. Braithwaite:** It can't be modified? I didn't understand that.

**Hon. Mr. Auld:** —not to make any significant difference.

**Mr. Braithwaite:** That's not what I have been told, but I'm not technical so I don't know.

**Hon. Mr. Auld:** This is the information that I have but, as I say, it is outside our control anyway. The approach that we take is that where we have the legislative authority—which is what we are talking about—the responsibilities of the environment and the funds in this budget, we deal with the sources. We have had a number of meetings. We have carried out surveys in a number of communities either by ourselves or with Metro Toronto or Hamilton, London or Woodstock. We have put together—

**Mr. Braithwaite:** You say the sources—

**Hon. Mr. Auld:** The source.

**Mr. Braithwaite:** Is not the airport a source?

**Hon. Mr. Auld:** No, as I say, legislatively we can't deal with aircraft. That is federal.

**Mr. F. A. Burr (Sandwich-Riverside):** Do you mean the manufacturer? What do you mean by the source?

**Hon. Mr. Auld:** No, the federal government controls transportation. They have given the provinces, through the Canada Transport Act, authority over trucks and automobiles. They have not given this authority as far as aircraft and railroad engines are concerned. We can complain about them but we can't legislate against them.

**Mr. Braithwaite:** I just want to make certain that the minister understands. I didn't mean to intimate that you had the authority. All I am asking is that your department, first of all, become cognizant of the fact that it is a real problem.

**Hon. Mr. Auld:** All right. Mr. Caverly used to live in one of the areas you mentioned.

**Mr. Braithwaite:** You notice he moved. I am saying the second thing I want to suggest is that whomever it is—and if it's Mr. Caverly, if he's an expert, he has come from the fighting lines, he knows exactly what I am talking about—if he is the man that is an expert on it, why can't he carry on some sort of correspondence or some sort of social contact with his counterpart in the federal government.

**Hon. Mr. Auld:** I mentioned that we have done this and we are doing it.

**Mr. Braithwaite:** But I am saying, what has come out of it? This is what I am trying to find out.

**Hon. Mr. Auld:** The only thing that I can tell you specifically is what was mentioned yesterday about Transport and the DC9s, and the requirements made on the new DC9s.

**Mr. B. Newman:** You or your officials don't make recommendations to them, do you, so that you can overcome the problems, or minimize the problems?

**Hon. Mr. Auld:** We do not have the technical expertise on aeronautical engines to really do anything other than say to them: "What are you going to do about it?"

**Mr. B. Newman:** But you don't need expertise to know that there is noise out there, and you can maybe make some type of recommendation around that.

**Hon. Mr. Auld:** Well, our recommendation is reduce it.

**Mr. B. Newman:** I would assume that you would, I shouldn't say insist, but try to emphasize to the federal authorities that the noise pollution as a result of the aircraft is absolutely unbearable, and unless the federal authorities do something—

**Hon. Mr. Auld:** I think the federal authorities are aware of that from the comments of federal members in the House of Commons and in committees like this.

**Mr. B. Newman:** But your comments to your federal counterpart, Mr. Minister, would carry a lot of weight, too.

**Hon. Mr. Auld:** I'm flattered.

**Mr. B. Newman:** Don't downgrade yourself, Mr. Minister.

**Hon. Mr. Auld:** We have lots of people who can do it for me.

**Mr. E. W. Martel (Sudbury East):** None around here.

**Hon. Mr. Auld:** Let me get to the noise barriers.

**Mr. Braithwaite:** Wait a minute; I don't want to get off the aircraft yet. What about this question of—I mentioned the night flying, and I mentioned the fact that there are definitely—

**Hon. Mr. Auld:** We have no control over the hours that—

**Mr. Braithwaite:** I know, but you do have the vans, and you do have the facilities to be out there to measure the noise and to substantiate the fact that there are breaches of the curfew. I'm sure you have the necessary expertise among members of your staff to formulate suggestions that could be made by yourself, as Mr. Newman mentions. You do have pull of some sort in Ottawa. You got an airport at Pickering; you must have some pull. The only thing I am saying is—I really feel very strongly about this, that something could be done about localizing the problem. You should be in a position to be able to present to the Minister of Transport at Ottawa, or whatever he is called now, a report on the fact that there are complaints made about the breaches of the curfew and that your testing people were out there. Why couldn't you do that?

**Hon. Mr. Auld:** My understanding is that that information has been gathered by the federal people as part of their own—

**Mr. Braithwaite:** But I'm saying, why couldn't you take the initiative?

**Hon. Mr. Auld:** Because we haven't the resources to do all the things that we need to do that are our responsibility.

**Mr. Braithwaite:** But you have 20 mobile trucks, and they are all around. We discussed this last night. You have the trucks. You have the facilities to do it. Why couldn't they?

**Hon. Mr. Auld:** We'll take a look at it.

**Mr. Braithwaite:** In the fullness of time.

**Hon. Mr. Auld:** Well, as I say, I think our responsibility is to carry out our own responsibilities first.

**Mr. Braithwaite:** I see your responsibilities perhaps a little differently. The people who live in Etobicoke do as well. I am only suggesting to the minister, perhaps he might want to vary his priorities.

**Hon. Mr. Auld:** Perhaps you should look at the Environmental Protection Act and see what our authority is.

**Mr. Braithwaite:** I am talking about the problem we have right here.

**Hon. Mr. Auld:** You are a lawyer. You would know about this.

**Mr. Braithwaite:** I am not going to get off the track. I only want to make it quite clear to the minister that it is a very severe problem. I would appreciate whatever he could do to alleviate it, and I do not know what else I can do to bring it to his attention. I would like his people to—

**Hon. Mr. Auld:** I think you have certainly done your very best to do that.

**Mr. Braithwaite:** Yes, but I don't know what good it has done. Whatever it has done, we'll try again next year, because this is what we are trying to do.

**Hon. Mr. Auld:** As far as the noise barriers are concerned on the 401 and the other superhighways, here again our responsibility is to deal with the source, which is the vehicle. I am aware and our people are aware and have been working with Transportation and Communications on their experiments. I can tell you that for the type of sound barriers they were using which were really, as you have said, only effective on the ground floor—and I'll get to that in a minute



—the cost would be something like \$1,300,000 a mile to install them

**Mr. Braithwaite:** Yes, but if I can interrupt.

**Hon. Mr. Auld:** Let me finish.

**Mr. Braithwaite:** But they are not continuous. There are only specific sections in which you need these things.

**Hon. Mr. Auld:** The figure that T and C have produced is about \$1.3 million a mile. And obviously they are not going to put them where there is no problem. I think that goes without saying. The effectiveness is minimal. The figures, that they have produced show that they reduce the sound level by a minimum of 1 and a maximum of 6 decibels, dbA at ground level, close to the barrier. The sound sort of flows over, and if you get two blocks away you find that there is no effectiveness as far as the ground floor is concerned. There is practically no effectiveness on the second floor.

The reason for that range of roughly 1 to 6 is the terrain. Of course, if the highway is elevated, and there is a slope down this way they would be more effective than if it is flat or if it goes up the other way. It also varies with atmospheric conditions. The information that we have from T and C is that the barriers with which they experimented on a sort of cost benefit basis didn't appear to be an answer.

My understanding is that they are continuing to inquire and to think up or try and invent some more effective barrier, first of all, and one which is less costly. Now as far as exactly where they are—since there is no responsibility, no charge on our ministry to deal with this—the place to get the latest information would be from Transportation and Communications.

**Mr. Braithwaite:** You are telling me, then, that you don't have any experts here today that can tell us anything about noise barriers and the effect that they might have on noise pollution?

**Hon. Mr. Auld:** I think Dr. Tempelmeyer will tell you what I told you.

**Mr. Braithwaite:** I wanted to get the difference in the readings. I mentioned that earlier. What department is Dr. Tempelmeyer with? Yours or—

**Hon. Mr. Auld:** Environment. I might say we have just been in the noise business for about a year, and Dr. Tempelmeyer is in charge of it.

**Dr. Tempelmeyer:** There is a report, Mr. Minister, entitled: "Noise Barrier Evaluation and Alternatives for Highway Noise Control," published by the Ministry of Transportation and Communications. It is report RR180, and it summarizes much of the information that the member has inquired about. The noise levels in the area south of 401 between Highway 27 and Dixon Rd. vary from about 75 dbA behind the barriers and adjacent to the houses down to about 55 dbA a block or so into the subdivision. They have documented the noise levels before and after the installation of the barriers.

Generally in this region, as you mentioned, the reductions were about 1 to 6 dbA. It takes about a 3-dbA difference before an individual can tell there has been a change in the noise level. If noise level increases by about 3 dbA and you and I are listening to two noises, unless we hear them one right after the other, we really can't tell that there has been much of a change. So before the residents could really tell whether the noise has been decreased it would have had to have been decreased by greater than 3 dbA.

**Mr. Braithwaite:** The only answer I could make to that is that I personally have talked with people who live in the Clarion Rd.-Waterbury area where the present experimental noise barrier is and they mention something that you haven't mentioned. That is the fact that the pollution from salt in the winter and from sand and dirt, and the swishing of the wind, has been reduced. I don't know if you could measure that. But that has been reduced markedly.

On the whole they feel that—in spite of the fact you say that they are not supposed to realize there is a difference—it has helped on the lower floors. The point I make is that what is Mr. Carton to tell these people in Scarborough, when he meets with them, if this is your answer? Do I understand then, Mr. Minister, that you are inferring that Mr. Carton would be in a position to say: "Well I'm sorry, we can't help you. Mr. Wells has suggested a wall."? Just what kind of answer can you give them?

**Hon. Mr. Auld:** I can't say. That's Mr. Carton's report so I assume he would read it just as we have. There may be some psychological effect.

**Mr. Braithwaite:** There is, I can tell you.

**Hon. Mr. Auld:** That is not to say that it may be possible to produce something that will be effective. But if we can we want to

reduce it at the source, perhaps far more economically, because these same vehicles are driving on other roads. One of the things we want to reduce, or at least stop from a continuous increase, is the sound—the total noise level in communities, particularly residential areas.

**Mr. Braithwaite:** What you're talking about is the noise from the engines on vans, is that right?

**Hon. Mr. Auld:** No, it's the total noise. There is the engine, the tires, the wind noise from the vehicle. The muffler or lack of it might be, I suppose, from a quarter to three-quarters of the total, depending on the vehicle. Wouldn't it be, Ken?

**Dr. Tempelmeyer:** I believe, sir, along the 401 it probably is the tire noise that is the predominant source with most of the vehicles there.

**Mr. Braithwaite:** What about the rumbling that is caused, particularly by trucks? What sort of research is being done in that area?

**Hon. Mr. Auld:** You mean the vibrations that are carried on the ground?

**Mr. Braithwaite:** Vibrations, yes. The rumbling thing.

**Mr. B. Newman:** That is measured by the Richter scale.

**Mr. Braithwaite:** What is your department doing? Or are you going to say that this is being looked into by the MTC people?

**Hon. Mr. Auld:** We're looking at the source which would be the vehicle. I'm not a civil engineer and I can't tell you, but I would guess that this would have to do with the type of base of the highway and the type of rock, or soil, that is adjacent to the highway and how the vibrations carry through that.

**Mr. Braithwaite:** So that we can get on with the estimates, I gather, then, that these people in Scarborough are going to be out of luck. There is nothing that your department, or Mr. Carton's department, can do to help them when he has this meeting? I mean, are they going to have to blockade the highway as I mentioned earlier? What are they going to have to do?

**Hon. Mr. Auld:** I can't answer that because that's in Mr. Carton's bailiwick. No doubt he will be dealing with it as best he can.

**Mr. Braithwaite:** No, but I asked you this because your department is connected with noise pollution. These people are discussing noise pollution with him. Are you saying that you have not discussed this problem at all with Mr. Carton?

**Hon. Mr. Auld:** No, I said that we were—

**Mr. Braithwaite:** No, no, I mean is that what you're saying?

**Hon. Mr. Auld:** No, I'm saying that we are associated with T and C and the experiment that they are doing.

**Mr. Braithwaite:** All right. So would I be fair, then, if I said that you have discussed this problem with Mr. Carton?

**Hon. Mr. Auld:** Yes. As a matter of fact, Mr. Carton brought the whole thing to the policy field some time ago to report on what he had done. He indicated that it appeared that the experiments thus far were of value only as experiments. They hadn't found a feasible solution but they were going to continue them.

**Mr. Martel:** Keep it in the "golden horse-shoe" until it gets better. You don't diversify. You just keep making it bigger down here.

**Mr. Braithwaite:** The next thing I want to ask you is—

**Mr. Martel:** I thought you might give us an Ottawa-Carleton speech.

**Mr. Braithwaite:** In the area of highway planning, have you and Mr. Carton discussed the possible consequences of the widening of highways and this very problem?

**Hon. Mr. Auld:** Yes.

**Mr. Braithwaite:** I told the Minister of Highways back in 1970 this would happen and it is happening.

**Hon. Mr. Auld:** I mentioned some time ago that the whole thing really gets down to planning and zoning for everything that the government does in that sense. We are involved, as we mentioned the other night, in assessments of provincial projects, the methodology of which will be produced by us.

To repeat very briefly what we said the other night in one of the other votes, our suggestion is that in those areas where it is now possible, the planners, through TEIGA, take a look at the probable noise problems that will be created in new subdivisions and

commercial areas. The millennium appears to be where no single-family dwellings, where people spend a good deal of time outside, are closer than 1,600 ft. This is unless there is something of a commercial nature, or even a highrise, between where people expect and accept a higher noise rate in the daytime, which will act as part of a baffle or an absorption of the sound. Then houses could be closer. That's a rather complex thing, too.

**Mr. Braithwaite:** I gather, then, that you're on the same side, in this struggle that's going on, as Mr. Wells and Mr. Cosgrove. You wouldn't like to see the future lands develop unless they're 1,600 ft away.

**Hon. Mr. Auld:** As I say, that's the idea. In all these things there are a variety of considerations—costs, existing services, a host of things. What we are doing is suggesting targets. We are not suggesting, nor do we have the authority to, that nobody can build a single-family residence closer than 1,600 ft to any road. Part of it has to do with long-term plans—what the traffic pattern is expected to be in 10 years or 20 years from now.

**Mr. Braithwaite:** All right. Suppose, then, we target right down to the area in Meadowvale and the 401 area that's two miles east of Markham Rd.—the one that I talked about that Mr. Lebovic is apparently interested in.

**Hon. Mr. Auld:** I've never heard of him.

**Mr. Braithwaite:** You've never heard of Joe? He's quite a well-known developer. People in the area seem to know all about him. That's strange.

**Hon. Mr. Auld:** I'm afraid I live in Brockville, so I've never heard of him.

**Mr. Braithwaite:** No, but you do talk to the other ministers at your policy sessions?

**Hon. Mr. Auld:** Frankly, I've never heard him mentioned. I thought you were talking of a sound expert, so when you mentioned his name I looked at my guys to see if we knew him—but we don't.

**Mr. Braithwaite:** You don't know him. All right. The only point I'm making is I asked you earlier and you didn't really answer—can we take it for granted that you are on the side of Paul Cosgrove, the mayor of Scarborough?

**Hon. Mr. Auld:** I don't actually know what his side is.

**Mr. Braithwaite:** Well, let me finish. As far as you're concerned you would like to see the guidelines of your department apply? And you would like to see 1,600 ft, where necessary, used as a guideline?

**Hon. Mr. Auld:** If, in their judgement, they can do it.

**Mr. Braithwaite:** Who is "they?"

**Hon. Mr. Auld:** The community. They're the people who should be in charge.

**Mr. Braithwaite:** No, I don't know about this. I am not going to go into this too much further. I was particularly interested in knowing what plans your department had, or what you might know of, with reference to the Scarborough area. This meeting is coming up with these people on June 5 and I was interested in knowing whether, as far as you knew, Mr. Carton, the Minister of Transportation and Communications, would have anything new, or any particular promise he could make to these people. I don't think it's fair—

**Hon. Mr. Auld:** I don't either.

**Mr. Braithwaite:** That's right, you say no. That's good. Because I don't think it's fair that these people are suffering like this in any part of Metro. I don't think it's fair that promises are always kept dangling in front of them if, in fact, there is nothing planned. If there is something planned, fine, but if there's nothing planned it's not fair to their aspirations. It's not fair to them, period. They don't bring the problem to the highway. The highway brings the problem to them.

As far as I'm concerned, if there isn't going to be anything done it should be so stated. If there is going to be something done you should be in a position that you could tell us now because you know about the environment. But, from what I gather, you say no—there is nothing that you know of at the moment.

**Hon. Mr. Auld:** I don't know.

**Mr. Braithwaite:** Okay, fine. Thank you.

**Madam Chairman:** Mr. Newman.

**Mr. B. Newman:** Madam Chairman, the minister has fairly well cleared up the problem that as far as noise pollution from aircraft is concerned it's really a federal responsibility rather than one of his own. I really think that he should be making recommenda-



tions to the federal authorities as to ways and means that his officials think can minimize the problem.

Back in my own community, as the result of the large number of charter flights, the problem becomes aggravated as far as air pollution from aircraft is concerned. We also have the additional problem that the flight path leading into Detroit Wayne Major Airport comes over Essex county. But that's a federal responsibility and I'll leave it as such.

When it comes to the noise pollution from motor vehicles, it concerns me a little more so and it concerns me for the fact that the minister made a recommendation, or suggestion, that 1,600 ft should be the minimum distance for construction of any type of single-family housing from an expressway. I just wonder if the minister also considers ring roads, municipal expressways, in that same category?

**Hon. Mr. Auld:** Perhaps I should put it this way, that in the case of 401 and its volume of traffic and the terrain, that seems to me like a good target. If you want a technical explanation we can give it to you, but a lot would vary on the volume of traffic, the terrain and what might, as I say, be in between the residents and the road itself. I don't suppose that we can have a general guideline, since local conditions could vary it considerably. Is that the case?

**Dr. Tempelmeyer:** Yes, sir, that is correct. I don't think the distance that we have discussed a great deal is really a sacred value. The thing that's important is to keep the noise levels in the areas where people will live to certain levels. The criterion that is becoming accepted is that once you've achieved a noise level of 55 to 56 db(A) it should not be exceeded more than 10 per cent of the time. This is commonly referred to as the L-10 value. To achieve an L-10 value in that particular area that you're speaking of in Scarborough, for that terrain and for the traffic volume that's anticipated for that area into the 1980s, if there were nothing but just free space in between, it would require a distance of 1,600 ft.

**Mr. B. Newman:** I wanted to ask if you do have a vehicle count or a traffic count that will produce that 55, is it, db(A) rating? How many vehicles would there have to be to pass over a given point to reach that level, under normal traffic conditions such as we have on 401?

**Hon. Mr. Auld:** The way the traffic is counted on 401 is so many vehicles per hour. I suppose it's some sort of an average mix of so many heavy commercial vehicles, so many light, so many passenger vehicles, so many motorcycles.

**Mr. B. Newman:** What I'm trying to get at is, if we had fewer vehicles travelling over that given point, would the dbA rating drop substantially?

**Hon. Mr. Auld:** If there was a substantial reduction of vehicles there would be a substantial reduction of noise.

**Mr. B. Newman:** You must have some given number of vehicles that cause the 55 rating.

**Dr. Tempelmeyer:** Noise is not simply added. If you have so many vehicles you just continue to multiply the noise in kind of equal steps. It really depends mostly upon the complexion of the vehicle flow through there. If there are a significant portion of the large transport trucks, then, of course, it takes fewer of these to reach a given level than it would be if there were just automobiles. It's very difficult to generalize and answer the question that you're asking.

**Mr. B. Newman:** I can understand it. It's a little more complicated than I thought it was.

**Hon. Mr. Auld:** It is terribly complicated, but in essence if one passenger vehicle at 70 miles an hour—and speed has something to do with it because of the three major components that I mentioned—produces 82 dbA, two vehicles, one behind the other, might produce  $82\frac{1}{2}$  or  $82\frac{1}{4}$ . Or, in fact, they might just produce 82. Is that sufficiently confusing?

**Dr. Tempelmeyer:** Pardon me, sir, I didn't hear the beginning, but maybe I could go over it again. If there are two equal sound sources, both producing the same sound level and at the same distance, if they're both producing 80, then the total of both of them together is 83. If there are two more producing 80, added to the first two, then those two produce 83, then the two 83 sources added together produce 86, and it goes in steps such as that.

**Mr. B. Newman:** What I'm trying to get at, Madam Chairman, is the fact that with the ring roads being constructed in communities and housing being adjacent to the ring roads, there should be some recommendation from

this department stating that housing should not be constructed within a given distance of the ring road.

For example, in my community the E. C. Row Expressway is being developed now and I can foresee, if it continues at the rate that it is continuing, that there will be a real hue and cry from the residents that are living fairly well adjacent to the E. C. Row ring road. It's only in the initial stage of really being developed. With the cloverleafs and the trucks having to accelerate like the dickens to get on the elevated portion of the highway, then even the 1,600 ft may be too close to have any type of housing because of the noise factor. When the residents complain about the E. C. Row Expressway, they maybe have a just cause for complaining.

**Hon. Mr. Auld:** I think that's why it's very important for whatever municipal authority it is that is doing the planning and enforcing it with zoning, to take these things into consideration. That's one of the things I mentioned, I guess, in my opening remarks. As I say, there are all kinds of considerations and in many ways it's a cost benefit.

Curiously enough, noise is pretty subjective and some people don't seem to worry about it as much as others. You might remember that some years ago when 401 was being widened up around Avenue Rd., I recall there was great concern on the part of the people who were going to be very close to it. The then Department of Highways offered to purchase at market value, pre-highway market value, any of the houses that were right close to it—I've forgotten whether it was one block or two blocks. I think about 25 per cent of the people took up the offer. They were purchased and then the Ministry of Transportation and Communications put them back on the market and they went like hotcakes. I don't know whether the government made a profit or not, but I don't think they lost any money.

I'm not suggesting that this is the ideal, but people make their own cost-benefit analysis. Some people like to live downtown because, even though they don't like an apartment, they don't want to spend the time travelling back and forth to work. We all make these choices in our daily life and it's very difficult to say to a community that they shouldn't do something if a number of people in the community want to do it. I'll give you another example—

**Mr. B. Newman:** Well, really the community doesn't do it, because it's the experts from the Ministry of Transportation and

Communications and the consultants who come into the community and decide that this is the better way, whether it is for geographic purposes or financial reasons, for a given route.

**Hon. Mr. Auld:** Not any more. They are now holding public meetings and showing their plans and looking at alternatives and trying to get local input.

**Mr. B. Newman:** That's only a new—

**Hon. Mr. Auld:** Let me give you one other example, and this had to do with dust. We were asked, in Sault Ste. Marie, whether it would be a good idea to build some Ontario Housing Corp. units for senior citizens in a section of the town which is being re-developed near the Algoma Steel plant. Our air man was asked and he said in his opinion it was not the best place to build because, even though Algoma is on a programme, it was going to be two or three years before it got all its dust sorted out and the stack emissions cut down; and elderly people are more likely to have—what do you call it—

**Mr. B. Newman:** Respiratory?

**Hon. Mr. Auld:** —respiratory problems. Well, there was a hell of a row. The council were all down and a number of individuals who have lived in that community all their lives said, "That's where we want to live." And that's where OHC is building the senior citizens' housing.

I'm quite convinced in my own mind that both the people who were going to be housed and certainly the council, and particularly the aldermen from that ward, were bound and determined that that's where it was going to go. There's no real hazard to health, but from the straight air point of view, it might have been better if they had built on the outskirts of the community, but that isn't where the people wanted to live.

**Mr. B. Newman:** As far as general noise pollution from motor vehicles and from highways, is there not some jurisdiction that has come up with some type of an answer to the problem?

**Dr. Tempelmeyer:** There are many jurisdictions in the US that are beginning, in a definitive or an objective way, to limit the operational noises of vehicles of all different types. We have ourselves made measurements of the normal operating noise levels of vehicles in Ontario to determine noise levels in a statistical way. Based on this, I believe, we would suggest limiting the operational

noise levels of vehicles—which would in itself have an impact on traffic flow noise.

**Mr. B. Newman:** Well, how about depressing the roadway? I've noticed when you go into Montreal you're going on a depressed roadway getting into the downtown area. Does that eliminate some of the noise problem?

**Hon. Mr. Auld:** It really redirects it, doesn't it?

**Dr. Tempelmeyer:** Yes, I think that the depressed expressways do result in less penetration of the traffic flow noises into the surrounding area.

**Mr. B. Newman:** I've noticed that in Detroit, expressways are generally depressed through the downtown area.

**Hon. Mr. Auld:** They're pretty depressed at night, anyway!

**Mr. B. Newman:** Oh, some areas in there; but you can say the same for every metropolitan centre.

**Mr. H. C. Parrott (Oxford):** Not Woodstock.

**Mr. B. Newman:** Oh, I am sorry. And Brantford.

**Mr. Parrott:** And Brantford, that's right.

**Mr. Burr:** The expressway walls bounce the sound back on the drivers. It is the same as in the Detroit tunnel; that's pretty noisy.

**Mr. B. Newman:** Well, that's encased.

**Mr. Burr:** Yes, it's encased.

**Mr. B. Newman:** And as a result you get noise bouncing from all four different directions, but I don't read of complaints in the Detroit papers as a result of noise on their expressways. I'm wondering if that is a result of their expressways in the downtown area being depressed and a big mound of earth, so to speak, separating the traffic from the homes beyond.

**Hon. Mr. Auld:** I didn't think anybody lived downtown.

**Mr. B. Newman:** Well, you don't have to live in the downtown area to have the expressways go through it. The city of Detroit is just a little bigger than is Woodstock or Brantford.

**Mr. G. Nixon (Dovercourt):** I should hope so.

**Mr. B. Newman:** Is that part of an answer at all, the depression of highways? I'm thinking of the depressing of a ring road in the community, even though it may cost more to construct. If you would have to spend \$1.5 million for a mile of a sound barrier, would that not pay for the depression of the road and also eliminate the noise?

**Hon. Mr. Auld:** I really can't answer that because I'm not competent to know what the additional cost would be to go down far enough to get any significant difference.

**Mr. B. Newman:** Regardless of the cost, could I have your specialist give an answer as to the depression of the roadway? I have seen a lot of traffic there.

**Dr. Tempelmeyer:** I believe that the depressed road would probably have a lower noise level than a flat road, even with barriers installed. Whether or not it is the cost-effective thing to do, I really couldn't say. But I would also add that I believe the Ministry of Transportation and Communications does consider submerged expressways.

**Mr. B. Newman:** Then the only other thing I wanted to ask you, Mr. Minister, concerns various types of motorized vehicles. Is your ministry considering making recommendations to the Ministry of Transportation and Communications on the limiting of noise levels?

**Hon. Mr. Auld:** Well, that is what we are embarked on. Very shortly we will have regulations to limit and control the operational noise of vehicles. I might just say that our chairman has been very interested in this field. He has been a great help to us in getting together quite a few representatives of varying disciplines who have gone over all of our drafts. We plan to have vehicle noise control teams starting initially, as I said yesterday, in the Toronto/Hamilton area this year. Then in addition we have ambient noise level objectives, which I think I have also mentioned as being a target for rural, residential, urban-residential, residential-commercial, commercial, and industrial. We hope to have those objectives issued this summer. In stationary noise control, which involves things like air conditioners, we expect to have a regulation this summer to limit noise emissions from those. It will be based on a gradually descending level to achieve—it is going to take some time.



**Mr. B. Newman:** Then you are going to come out with specific—

**Hon. Mr. Auld:** Then operational noise on recreational devices, snowmobiles and the like.

**Mr. B. Newman:** All-terrain vehicles, motor-bikes—

**Hon. Mr. Auld:** —lawnmowers, we plan to have those regulations put together this fall. We also have fairly close to completion, a so-called model bylaw for municipalities to deal with local nuisance noises. This involves the simpler things that don't require a lot of gadgetry to measure and aren't too complex. We are hoping, in terms of the stationary noise regulations, to work with the federal government people and have them—because we believe constitutionally they can do it—set requirements at the manufacturing level. That is one of the things we discussed with all the provinces and the federal minister in Ottawa 2½ weeks ago.

At the moment they say that they are not sure if they can do this. We can enforce it at the point of sale if that is what we have to do. It is pretty important that all the provinces have the same requirements because, from a market point of view, manufacturing of most of these things probably doesn't take place in more than two areas of the country. In terms of cost, from a manufacturer's point of view and from a consumer's point of view, it is important that we have the same standard so only one production run is required.

**Mr. B. Newman:** Are you also in touch with the US authorities? A lot of our vehicles are being manufactured in the United States and are then imported here as a result of the auto-pact. There may be some requirements that US manufacturers would have to be informed of.

**Hon. Mr. Auld:** We are aware of what is going on in the United States. I wouldn't say that we are negotiating with the US authorities. Technically we can't negotiate directly with the federal authorities or with the states authorities, although we have a lot of informal discussion with the individual states.

**Mr. B. Newman:** So would you say that we could expect noise levels from vehicles to be fairly well under control by your department within two years? I am referring to all of these—

**Hon. Mr. Auld:** Yes, but they won't be as quiet as you might expect. It really isn't possible to reduce the operational noise output of a vehicle by say 10 decibels overnight because that is 100 per cent.

**Mr. Burr:** That's 50 per cent.

**Hon. Mr. Auld:** Or I should say 50 per cent. It is a reduction of half. But what we hope to do is deal first of all with the estimated 10 per cent which, because they aren't properly maintained, are really noisy. Then we hope to gradually achieve a lower level, much the same as has been done with automobile emissions.

**Mr. B. Newman:** You are not coming along with any type of legislation that would affect the sound emanating from some of the shops along Yonge St.?

**Hon. Mr. Auld:** That might be in the model bylaw. I don't know. Did you get that: model bylaw. I will say that again. I think it is funny.

**Mr. Burr:** What does that mean?

**Mr. Parrott:** It is not like your other jokes of last year, Mr. Minister. They were far better, with all apologies to—

**Hon. Mr. Auld:** You mean we might pass noise tonight?

**Mr. B. Newman:** Mr. Minister, are you also considering regulations for various types of home appliances that are extremely noisy?

**Hon. Mr. Auld:** That is what I mentioned. The biggest single problem seems to be air conditioners, but there are lots of other ones: lawnmowers, chainsaws,—

**Mr. B. Newman:** I am referring to dishwashers. Their noise level is quite—

**Mr. Martel:** Snowmobiles.

**Mr. B. Newman:** You are not going into the home at all?

**Mr. R. B. Beckett (Brantford):** Oh, come on.

**Hon. Mr. Auld:** I will tell you a true story about that if I may take one minute, Madam Chairman.

**Mr. F. Laughren (Nickel Belt):** Not to mention hair dryers.

**Hon. Mr. Auld:** I took a short one-hour course from one of Dr. Tempelmeyer's staff and took a noise meter home one weekend because I was curious to know whether I

played my Dixieland records louder than the kids played their rock records. I found the levels were about the same. But I made the mistake of taking the meter into the kitchen one night as Nancy was getting dinner. At the same time she also had some stuff in the dryer. The dryer was cranking out a little over 85 decibels and I made the second mistake of mentioning that. I think the bearings are gone so now we are getting a new dryer. I am never going to do that again.

**Mr. B. Newman:** Mr. Minister, I have looked at the ratings of—

**Mr. Laughren:** Snoring. Did you measure that?

**Mr. B. Newman:** —home appliances and I find—

**Hon. Mr. Auld:** Of course, I should have been 50 ft away. That would have saved me.

**Mr. Laughren:** Did you put it beside your bed to get the snoring level?

**Hon. Mr. Auld:** Pardon?

**Mr. Laughren:** Your snoring level. Did you check that?

**Mr. B. Newman:** Is that on a water bed?

**Hon. Mr. Auld:** We passed water.

**Mr. B. Newman:** I will conclude my remarks.

**Mr. Laughren:** Don't repeat that one.

**Mr. Martel:** You don't need a noise monitor there.

**Mr. S. B. Handleman (Carleton):** What is the noise level of a dishwasher?

**Mr. B. Newman:** A dishwasher? A range-vent fan is rated at 84, a garbage disposal at about 79, a dishwasher at 69, an electric mixer at 82, a blender at 92, a refrigerator at 45, a wall-exhaust fan at 90, a portable 12-in. fan at 70 and a knife-sharpener at 78.

**Mr. G. Nixon:** How about your snow-mobile?

**Hon. Mr. Auld:** I might say that our standards will be at the property line. You can make as much noise as you want in the kitchen.

**Mr. B. Newman:** Thank you, Mr. Minister.

**Mr. Parrott:** He may have an automatic or an electrical dishwasher. If he's got the old-fashioned kind, let me tell you on occasions

the decibels are much higher than that. You just haven't had the right conditions before.

**Mr. Beckett:** That is an Isabel, not decibel.

**Mr. Parrott:** Oh, Isabel; yes, that is right.

**Madam Chairman:** Does that conclude for you, Mr. Newman?

**Mr. B. Newman:** Yes, thank you, Madam Chairman.

**Madam Chairman:** Mr. Wardle?

**Mr. Martel:** He forgot what he was going to say.

**Mr. Parrott:** He is shocked.

**Mr. Wardle:** I didn't think you would ever come to me, Madam Chairman.

**Madam Chairman:** I was tempted to sort of say: "Ask him if he was through with noise," or something like that. But I restrained myself.

**Mr. Wardle:** Madam Chairman, Mr. Minister, I will be brief. I have a few comments on a speech you made recently on March 19, 1973, and I have a few questions to ask.

As far as my area is concerned, there are three or four main problems. One is the matter of trucks using residential streets. Now I know in the city of Toronto it has been very difficult to obtain convictions. Do you have any suggestions as to how the decibel rating can be made so foolproof that a conviction would hold up in court?

**Hon. Mr. Auld:** Yes, and we think that the regulations we are about to promulgate will achieve that. But they may not solve the problem I think you are referring to, because they will be under certain operating conditions and will not relate to whether it's a residential street or a commercial artery in question. I don't know how you could ever determine that.

**Mr. Wardle:** I am thinking of Kingston Rd., which is a well-travelled street, as you know, with quite a long grade and a lot of residential areas along it, with people living in homes and above stores. Is there no way of getting that machine to record? I think 92 decibels is the—

**Hon. Mr. Auld:** There could be, depending to a large degree on the fellow who's driving it, the method he uses to operate it and, perhaps, Ken, you might explain our approach.

**Dr. Tempelmeyer:** Well, the brunt of our approach is to try to control the operation noises of vehicles by setting up a noise measuring station alongside the road. When we measure the noise we hope to be able to prove in a definitively and controlled way that we will indeed have measured the noise of the vehicle as it passes.

There will be a variety of permissible limits largely based upon the studies I have mentioned before of the thousands of vehicles we have measured in the last few months in Ontario.

Trucks will be measured in three categories. There is a category for motorcycles, and a category for passenger automobiles. We have made measurements on the Kingston Rd. and there will also be provisions for different noise levels depending upon the grade of the road.

There are some suitable sites on Kingston Rd. and I'm sure, sir, we will be out there making vehicle measurements.

**Hon. Mr. Auld:** Before Tom phones—

**Mr. Wardle:** Yes. Well, you make the measurements, but how do you make them stand up in court? You have to identify the truck with the license number and prove that at a certain time, in a certain place, this truck was exceeding the accepted decibel level. What is the accepted decibel level, say, on Kingston Rd.?

**Dr. Tempelmeyer:** Well—

**Mr. Wardle:** Would it be 90 decibels?

**Dr. Tempelmeyer:** No, sir, the accepted level would depend upon the gross weight of the truck, as well as the grade of the road, at the point where it would be measured. I don't think any of the levels we are proposing are 90 or 92 db(A). As to how we would identify the truck—our suggestion is to operate in teams of two persons—with a person from the Ministry of the Environment, who would be well trained in the operation of a sound level meter and other instrumentation, who would make a measurement, and a police officer, who would stop the alleged violator at the spot and issue a summons.

**Mr. Burr:** Would it not be necessary to meter only an isolated truck or an isolated car, because if there were another one right behind it, how could you prove that the one truck made—

**Hon. Mr. Auld:** Well, Ken, would you like to mention the technique?

**Dr. Tempelmeyer:** Yes. If there are two trucks or two cars side by side, or one right behind the other, it's just not technically feasible to measure one and be able to defend a claim that you have really measured the noise level of that particular truck.

In a situation such as this, if the persons in the field are relatively sure that the vehicle is violating the permissible level, they have the option of stopping the vehicle and enforcing the driver to make another pass-by; or they have the option of summoning him to an off-road test site, where a measurement of the vehicle noise would be made under a controlled condition.

**Hon. Mr. Auld:** The same would apply, say, on the 401 with a lot of traffic, where you are reasonably sure yourself that the person is an offender. You have the authority, then, to take that vehicle to some place where there isn't a lot of extraneous noise and measure it there.

**Mr. Wardle:** May I ask, Mr. Minister, whether you would be working with the city of Toronto officials on this project? Or is it something the ministry would do on its own?

**Hon. Mr. Auld:** We intend to use our own staff in the first instance, along with probably a Metro constable.

**Dr. Tempelmeyer:** Right.

**Mr. Wardle:** Next is the matter of noise from cars. I am thinking of the attachment to cars of mufflers known as Hollywood, or similar type of mufflers. They're a source of annoyance, especially in the summer months. Is there any way they can be controlled? Is there any reason why they should not be banned altogether from the road—and the sale of this type of muffler—

**Hon. Mr. Auld:** At the present they are banned under the Highway Traffic Act, but it doesn't work, because what's a Hollywood muffler? But under this system they can be because, by the same token, they're exactly the same sort of thing.

**Dr. Tempelmeyer:** Yes, if a vehicle with a Hollywood muffler or another loud muffler passed one of the measuring stations, it would be in violation of the level that we will be setting.

**Mr. Wardle:** No, but this would come about by a complaint, I presume, to the police, that a certain car was making an unnecessary noise. Does the police depart-



ment have a device at a local station where this noise could be measured?

**Hon. Mr. Auld:** Not to our knowledge.

**Dr. Tempelmeyer:** No. We do have the problem of replacement parts in general, and that's the kind of a problem that we are talking about now—when someone takes off one muffling device and puts on another that is noisier.

It's difficult to outlaw the use of a Hollywood muffler or a straight-through muffler, or something such as this, because it's difficult to define exactly what a Hollywood or a straight-through muffler is. In some cases these mufflers might be perfectly satisfactory.

I think in the future a possible solution will be to provide limits on the attenuation factors that have to be achieved by muffling devices, and essentially setting standards on replacement mufflers per se.

**Mr. Wardle:** Mr. Minister, do you have any authority, or would it be desirable to have the authority, to require a person using a type of muffler that appears to be over the accepted rating to report it to a garage, or some Ministry of Transportation installation, where it could be tested?

**Hon. Mr. Auld:** It depends on which legal officer you talk to, but one of the reasons we were talking about having a peace officer with our man is that he does have this authority.

We may be coming forward with an amendment to the Act that will clarify this. I'm not sure yet.

**Mr. Wardle:** You have the authority now, of course, at least the Ministry of Transportation and Communication has the authority to rule a certain car off the road or to rule that certain things must be done to make that car safe. If the same type of authority could be used to cut down on the noise of the vehicle—

**Hon. Mr. Auld:** That is really the point at issue, isn't it?

**Dr. Tempelmeyer:** Yes.

**Mr. Wardle:** Could that be considered, then, Mr. Minister, when you're bringing in—

**Hon. Mr. Auld:** It is being considered, that's the point.

**Mr. Wardle:** —this new legislation?

**Hon. Mr. Auld:** If a police officer feels a vehicle is not in good mechanical shape he

can order it off the road to an inspection. An inspector of the Ministry of Transportation can do the same thing and he can inspect it.

**Mr. Wardle:** The next matter was touched on earlier—the matter of home-installed air conditioners. Has this been a problem to the ministry—the type of complaint that the next door neighbour has an air conditioner that is causing problems?

**Hon. Mr. Auld:** I think I'm right, Ken. It's the biggest source of complaints that we have, isn't it?

**Dr. Tempelmeyer:** The biggest single source, as we would lump things together, would come from stationary sources of all types. Of the stationary sources, the biggest category in that area would be ventilators and air-conditioning systems and fans of all types. I think it would be fair to say that residential air conditioners, both window type and central units, are indeed a significant source of noise annoyance.

**Mr. Wardle:** You're thinking of a model bylaw for other categories. Would the ministry consider having a model bylaw that municipalities could adopt as a standard throughout the province to control this type of installation?

**Hon. Mr. Auld:** No, not that one, although conceivably it might be considered for inclusion. We're thinking of—

**Mr. Martel:** Come on, Harry, don't get wild!

**Hon. Mr. Auld:** Very noisy.

**Mr. Parrott:** What was the count again?

**Mr. Wardle:** That was over 90 decibels.

Interjections by hon. members.

**Hon. Mr. Auld:** Perhaps, Ken, you can give us a few answers.

**Dr. Tempelmeyer:** The question that was asked was, would air conditioners be covered under a model bylaw? The answer to that is no. We would intend to cover that noise source in the regulation that would deal with stationary sources. The model bylaw would cover what I think of as the nuisance noises—the noises that are generated by the inconsiderate behaviour of people.

**Hon. Mr. Auld:** Construction noises and similar—

**Mr. Wardle:** The other point, Mr. Minister: I was interested in reading in your speech about the matter of deafness that can be caused by undue noise in a factory. I was just wondering what responsibility—

**Hon. Mr. Auld:** We're not involved in that.

**Mr. Wardle:** —you may have. This is under the Department of Labour, is it?

**Hon. Mr. Auld:** Just as in air, our authority is outside the building and outside the stack. Inside, Labour, together with Health, deal with that sort of thing.

**Mr. Martel:** What do you do with trains, diesels?

**Hon. Mr. Auld:** I mentioned earlier that that's one of the ones we have no authority over. The feds deal with that themselves.

**Mr. Wardle:** Mr. Minister, these are the four categories that I have been particularly concerned with in my area. I don't think the other comes within your jurisdiction, that is, the barking of dogs.

**Hon. Mr. Auld:** No, we just got a new Dane, as a matter of fact.

**Mr. B. Newman:** You mean you don't control her?

**Hon. Mr. Auld:** I try.

**Madam Chairman:** Is that all for you, Mr. Wardle?

**Mr. Wardle:** Thank you very much, Madam Chairman.

**Madam Chairman:** All right, thank you. Mr. Burr.

**Mr. Burr:** Madam Chairman, following up the matter of the manufacturers having these noisy products, there was a book published recently called "The Unquiet Crisis" by Clifton Bragdon. He claims that there is a quiet lawnmower on the market but it was withdrawn because the buyers believed that the other models were more powerful and efficient because they were noisy. The same thing applied to a Hoover vacuum cleaner. He describes it as "whisper quiet," but it was a commercial flop because the housewives were convinced that because it wasn't noisy it wasn't efficient. Then there was a quiet jackhammer on the market for several years, but salesmen for other jackhammers were able to persuade the contractors that it wasn't effi-

ent—it was underpowered because it was so quiet.

Apparently, the technology is available in many of these products. Will your regulations be such that the manufacturers will be pushed into the position of producing these quieter models?

**Hon. Mr. Auld:** About the two examples you give, I would say "no" and "yes." I don't think we will be concerned, certainly in the foreseeable future, with the noise that was generated within a house and doesn't effect the neighbours. If somebody wants a noisy vacuum cleaner that doesn't affect the neighbours then I don't think we would be involved.

As far as jackhammers are concerned, I would think, to a degree, that is a stationary source. Whether we would be involved, as we might be, or whether contractors who use them would find out that they would have to buy a quiet one because of the model by-laws enforced by a municipality which should reduce construction noises, I really can't say at this point, Fred.

We are really just starting and will be picking, in the first instance, the mass products that have the most effect, outside the home, on the neighbours, if I can put it that way. But I agree with you, this is the same problem that the soap people had with automatic washers. They had to spend a lot of money advertising "Don't get too much suds," because people for years have thought suds are what cleans the clothes. If there were no suds in the soap, people wouldn't buy them.

**Mr. Burr:** You mentioned a model bylaw. Are you not planning provincial regulations that will make it unnecessary for all cities to produce their own bylaws?

**Hon. Mr. Auld:** That's what I say. It will be a model bylaw. There have been a number of attempts made, generally by private bills because the existing authority in the Municipal Act apparently hasn't been sufficient. I think Ottawa probably has one of the best. We hope that ours will be a little more effective. I don't feel that the province should attempt to try to regulate the so-called nuisance noises in municipalities which have staff that can do this already. We give them the effective legislative authority and I think they're quite prepared, and probably can do as good, or better, a job than we could.

**Mr. Burr:** What do you mean by the nuisance noises?

**Hon. Mr. Auld:** The things that Dr. Tempelmeyer just mentioned—noisy parties, construction noises, people writing things on blackboards.

**Mr. Burr:** Oh. But where you have a machine that is mass produced you would have regulations that would cover them anywhere?

**Hon. Mr. Auld:** Where it would produce noise that affects other people.

**Mr. Burr:** In discussing highway 401, at 50 ft from 401, what's the maximum loudness that has been recorded? Have you any measurements?

**Hon. Mr. Auld:** Do you know, Ken?

**Dr. Tempelmeyer:** Christie St?

**Mr. Burr:** No, no. At a distance of 50 ft.

**Hon. Mr. Auld:** Oh, from 401, sorry. I didn't think Christie St. got to 401.

**Dr. Tempelmeyer:** I believe, Mr. Minister, the way to answer that would be to tell you what's the maximum loudness of the noisiest truck in Ontario at a distance of 50 ft. It may go down 401 at some time. That would be in the range of maybe about 95 to 100 db(A).

**Mr. Burr:** That's one individual truck, you mean?

**Dr. Tempelmeyer:** Yes, sir.

**Mr. Burr:** All right. That's 95 decibels at 50 ft. Now, if the machine were placed at 100 ft, and 200 ft, how much would it probably register?

**Dr. Tempelmeyer:** The noise decreases by about 6 db(A) with the doubling of the distance from the source. So, if it were producing, let's say, 95 db(A) at 50 ft, it would produce approximately 89 db(A) at 100 ft.

**Mr. Burr:** And 83 at—

**Dr. Tempelmeyer:** And then 83 at 200 ft., and then 77 at 400 ft, and so on.

**Mr. Burr:** Yes. Thank you.

**Mr. Martel:** A second question—

**Mr. Burr:** Just before I finish this. At 1,600 ft, would that be almost zero, then? Is that why you chose a 1,600-ft figure?

**Dr. Tempelmeyer:** No, sir, the 1,600 ft is not based upon the noise level of a single passing vehicle, which is the level that we

are talking about now. The noise levels of the 401 in the vicinity of, say, Keele St., where it's 10 to 12 lanes wide at the present time, are in the neighbourhood of about the high 70s as a continuous noise. And then 1,600 ft would be what would be needed for the noise to decay to a value of about 50, 55—if there was nothing in the way to attenuate the noise.

**Mr. Burr:** Yes, I see. Thank you. Well, in future planning what would you think of having any highrises that were built near 401, or other superhighway, having a blank wall facing on to the highway. Would that solve your problem for the occupants?

**Hon. Mr. Auld:** In the first place, people who live in a highrise spend less time outside and, in the second place, it is simpler to deaden sound as part of the construction materials and construction methods. One thing that you could conceivably do, I suppose, is build it with a blank wall on one side and soundproof it, and it would act as a bit of a barrier for people farther away.

**Mr. Burr:** It just occurred to me that where you have these single-family dwellings that are almost uninhabitable—according to what we hear about the way some of the people are suffering—it might possibly be a solution to buy them up and move them and replace them by some highrise with that type of blank wall. There is a highrise in Windsor, I think it's seven, eight or nine storeys. It's a rest home, but it has a blank wall. One side of the building is blank, and it's not for that reason, but it seems to me that this might be something to consider in future planning.

In the United States there are about a million workers with serious hearing losses. Have you any comparative figures for Ontario?

**Hon. Mr. Auld:** I don't know whether we have, through the Workmen's Compensation Board, but we don't have any ourselves.

**Mr. Burr:** You aren't making studies of that kind yourselves?

**Mr. Martel:** That is hard to—I must interject at this point. If you don't know—

**Madam Chairman:** Mr. Martel, Mr. Burr has the floor.

**Mr. Martel:** Well, I'm sure my colleague could yield for the moment.

**Madam Chairman:** No, I'm sorry. Mr. Burr has the floor.



Mr. Burr: No, if he has a point—

Mr. Martel: Well, Madam Chairman, I am talking about the same bloody point! I'm getting tired of the nonsense. It happens time after time. Every other chairman we have, when other people want to speak on the same bloody point, allow them in. What's the sense of coming back to it an hour from now?

Madam Chairman: Well, I'm sure that you have a number of points to make.

Mr. Martel: It's time you stopped running it like a kindergarten!

Madam Chairman: This committee is an extension of the House, and the House has rules.

Mr. Martel: That's right! And the House allows the same thing to prevail!

Madam Chairman: Well, I'm sorry.

Mr. Martel: This isn't a kindergarten class!

Madam Chairman: Mr. Burr has the floor.

Mr. Martel: It's time you stopped acting in such an absolute—well, I won't use the term.

An hon. member: Go ahead!

Mr. Martel: I am going to challenge your ruling, Madam Chairman.

Madam Chairman: Mr. Burr, please continue.

Mr. Martel: No, Madam Chairman. I'm challenging your ruling that I have a right to make a point and ask the minister a question on the point my colleague is talking about. Now, do you want to—

Madam Chairman: You didn't make a point. You didn't make this as a point.

Mr. Martel: If you want to test this, fine. We'll test it now.

Madam Chairman: You didn't make that as a point when you interjected. You just simply interrupted Mr. Burr.

Mr. Wardle: Madam Chairman, as I understand the situation, if Mr. Burr is willing to concede, fine. But Mr. Burr first has to give that permission. I didn't hear Mr. Burr give that permission. I think if Mr. Burr is prepared to yield for a question, that is Mr. Burr's prerogative; if he cares to do so. But I don't think he has done it yet.

Mr. Burr: I said "go ahead."

Mr. Martel: Thank you.

Madam Chairman: I'm sorry, Mr. Burr, when he interrupted you before, you refused to concede.

Mr. Burr: I was just completing my point and then he would come in.

An hon. member: He said "go ahead."

Mr. E. Sargent (Grey-Bruce): This had better be good, this had better be good.

Madam Chairman: Go ahead, Mr. Martel.

Mr. Martel: What I want to follow up is why you don't know what is going on in the field of compensation and the numbers of disabilities from such things as trucking, such things as industrial noises. Is there ever any dialogue that goes on in that department?

Hon. Mr. Auld: Indeed there is. But, as I say, I don't have the figures here. We know that it is a problem. We know it's a problem as far as recreation is concerned. Perhaps Dr. Tempelmeyer can give you some figures that we have gathered for snowmobiles, a number of things. But as far as the industrial end is concerned, this is not our direct responsibility and so we don't have the data here.

Mr. Martel: What about the trucking; I realize that it's a vehicle?

Hon. Mr. Auld: Again that is a matter of occupational health which is not our end; that is Health and Labour.

Mr. Martel: Could I make a comment similar to the one I made about the environment and air? I think this is really a bad scene. I think the minister who is going to be responsible for noise abatement should be doing it in all fields, so that he will have all of the expertise that's necessary to combat that sort of thing in one designated area, instead of watering it down.

You are miles apart; there is not the constant dialogue that is necessary. This is what the researchers told us on the select committee when we talked about the Ford development. They said, "Well, we have to have all our research together." Yet here in government when you have very critical areas you are spread out all over the map.

I don't see how you can have all the expertise necessary to deal with all of the problems involving industrial noise or the air and how you can be spread over natural

resources, the CNR, the federal government, trucking—which is with the Ministry of Labour—and your own input. It is just too watered down, Mr. Minister, to do the maximum job without duplicating costs, without duplicating staff and without watering down your staff.

**Hon. Mr. Auld:** I won't agree or disagree with you, but actually that's not a bad point to raise in a speech in the House, but here we are dealing with the legislation that we operate under in our budget and it just isn't in here.

**Mr. Martel:** I appreciate that, Mr. Minister. I'm just making a point that it should be in there; and you as minister might just be pushing that, drawing these things into consideration so that we know just what in God's name is happening. I think you work at a disadvantage. I think your experts work at a disadvantage. Imagine the input you could have from comparing notes. They'll start to compare notes and very frequently when they look at it together they come across something that appears to be a solution. Whereas, if you got them watered down—and I would hope that you as minister would start to pursue that.

**Hon. Mr. Auld:** We are in the same policy field.

**Mr. Martel:** Maybe the doctor would tell me about what they have with respect to recreation.

**Dr. Tempelmeyer:** We have accumulated information about the noise levels of snowmobiles; I think that was the thing that you suggested. Their levels depend very greatly upon their age. The new machines now are producing about 82 db(A) at 50 ft and about 90 db(A) in the operator's ear. The old machines produce about a 90 db(A) at 50 ft, maybe 105 to 110 db(A) in the operator's ear. Now if the operator of these old machines spend many hours on them, day after day, year after year, they face the possibility of suffering some hearing loss.

**Hon. Mr. Auld:** There aren't any definitive figures as yet, because they haven't been running long enough. But Dr. Tempelmeyer can give you the sort of general guidelines of how many minutes you can be exposed to 140 and on down; have you got that handy?

**Dr. Tempelmeyer:** I'm sorry, I don't have these figures at my fingertips; we could sup-

ply these. They are actually stated in the Industrial Safety Act.

**Mr. Martel:** Just approximately.

**Dr. Tempelmeyer:** It is an eight-hour work-day exposure; just an eight-hour exposure at 90 db(A) is one of the limits. That's the one I always remember. As the level goes up, then the exposure time goes down. I'm sorry, I just can't recall any of the other figures.

**Hon. Mr. Auld:** Okay.

**Mr. Martel:** I will speak on it when we get to the policy field. I give it back to my colleague.

**Mr. Parrott:** I would like to ask the minister—

**Mr. Martel:** Have you got permission? You have to have permission, you know.

**Mr. Parrott:** Do I have your permission?

**Mr. Burr:** On the same point?

**Mr. Parrott:** On the same point—

**Mr. Burr:** Permission is granted.

**Mr. Parrott:** —on the same point we have been talking about for the last number of hours. You have been referring to your officials as “we,” and I don't understand the relationship between people in the department and the study being done by the University of Western Ontario. Could you fill me in on that relationship?

**Hon. Mr. Auld:** Well, the study by Western was commissioned by us jointly with—well, partly at your urging—and partly at that of the member for London North (Mr. Walker) and perhaps Ken can tell you the exact relationship between ourselves, UWO, London and Stratford.

**Mr. Parrott:** But when you were saying “we,” you were not referring to that study at that time. You were talking about studies and the numbers related to facilities within the ministry itself, and not as tendered out to the university?

**Hon. Mr. Auld:** Well, I did mention a while ago—I didn't say who made them—studies were made in Toronto, Hamilton, London and Woodstock.

**Mr. Parrott:** Yes.

**Hon. Mr. Auld:** Do you want to expand on that, Ken?

**Dr. Tempelmeyer:** Beginning from a slightly different point, the city of Toronto on its own initiative has undertaken an extensive noise inventory study for the city itself. To complement this study, we began studies in other areas. We carried on one study in the city of Hamilton conducted by personnel from the Ministry of the Environment. This study concentrated primarily on residential areas surrounding the industrial area, because we thought a special noise problem was involved.

Then we selected London and Woodstock as typical smaller Ontario cities. London is about a tenth of the size of Toronto; Woodstock a tenth the size of London. The University of Western Ontario, through a research grant, is carrying out noise inventory studies for us in these two cities, and these studies are now just about complete.

**Mr. Parrott:** What I wanted to know specifically is if the sound equipment you had is related to the equipment they had. There was a fair amount of it in the last month in Woodstock, for instance. Was that your equipment?

**Dr. Tempelmeyer:** The equipment is ours. Under the conditions of the grant, this equipment, in large measure, will be returned to the Ministry of the Environment. It includes automatic monitors, which I did not mention yesterday when I said briefly how much acoustical instrumentation we have. We will take these instruments from the University of Western Ontario to use in some other cities in Ontario this summer.

**Mr. Parrott:** Right.

**Mr. Burr:** Madam Chairman, in one of the minister's new releases, he says this about noise:

Some steps have already been taken at the federal level with the maximum noise levels set for vehicles. These are 84 decibels for autos and 85 to 88 for trucks, both measured from a distance of 50 ft on the A scale.

Now, does that mean that this is now the law and it is being enforced?

**Hon. Mr. Auld:** Well, there is a complication there, because the feds used two systems, one for North American vehicles and one for European. And I will ask Dr. Tempelmeyer again to explain that, because the results are comparable, but they aren't the same. They use different distances, and so on.

**Dr. Tempelmeyer:** Yes, sir. These systems are actually stated in federal legislation in effect at the present time. They relate to placing limits on the maximum noise potential of new vehicles manufactured or imported in Canada. There are two tests whereby the vehicle importer or manufacturer can certify that vehicles conform to.

One is a standard SAE test—and if the SAE test is carried out, then the allowable noise potential level is 86 db(A) for vehicles weighing 6,000 lb empty weight and below, and 88 db(A) for vehicles above that weight, which would logically be the trucks.

The second test is the ECE—and these levels are measured at 50 ft—the ECE standard is a European standard and the levels are somewhat different—with 84 db(A) for automobiles. ECE levels include a variety for trucks, and they are measured at a distance of 7½ metres, which is approximately 20 to 25 ft.

**Mr. Burr:** Are these tests made at the factory, or on the road, on the highway, or at the manufacturing level?

**Dr. Tempelmeyer:** They are measured on a test site, not by a road test, and in a very precise and well-defined way as specified in the two regulations, or the two measuring methods that I have mentioned. They are measured by the manufacturer or some consultant that he would employ to make a measurement. As I understand it, the manufacturer must certify to the federal Department of Transport that the vehicles comply.

**Mr. Burr:** Have there been any violations?

**Dr. Tempelmeyer:** Since this is a federal law, we don't really enforce it, and I don't know. The federal government did contract for the University of Windsor to carry out some tests by these standards, and to my knowledge of about 15 to 20 vehicles that they tested, none exceeded the legal limit.

**Mr. Burr:** Thank you.

**Madam Chairman:** Does that complete for you, Mr. Burr?

**Mr. Burr:** No, not quite. In manufacturing tractors, is this again the federal responsibility for making sure that the new tractors do not exceed 85 decibels?

**Hon. Mr. Auld:** I am not sure that they have—do they have standards for tractors?

**Dr. Tempelmeyer:** I don't think farm tractors—if that's what Mr. Burr is referring to—



are covered in this legislation. I believe the federal legislation is for vehicles manufactured for road use, and licensed for road use.

**Mr. Burr:** Well, what's going to be done about tractors? Studies among farmers and farm workers who drive tractors a great deal have shown that the operators' hearing is impaired. Whose responsibility is it to protect these tractor drivers?

**Hon. Mr. Auld:** I suppose as far as manufacturing standards are concerned, the same thing would apply; but I honestly can't answer that for you. I'll find out.

**Mr. Burr:** Well, if you find out that it hasn't been covered by the federal authorities, would you press for it to be covered?

**Hon. Mr. Auld:** Yes.

**Mr. Burr:** There is a little quotation from Juvenal, one of the Roman writers. You might be interested in it. They seemed to have the same problems we have—it's very brief. He said:

Insomnia causes more deaths amongst Roman invalids than any other factor. How much sleep, I ask you, can one get in lodgings here in Rome? Unbroken nights, and this is the root of the trouble, are a rich man's privilege. In Rome, the wagons thundering past through those narrow, twisting streets, the oaths of draymen caught in a traffic jam; these alone would suffice to jolt the doziest emperor into permanent wakefulness.

So, they had the same problems; and it sounds like 401 all over again, really.

I would like to draw to your attention just one final item and see if you have any reaction to it. I have heard items like this occasionally before, but this one really—well, let's say, amused me:

A series of experiments carried out over the past two years by Temple Buell College in Denver has revealed that three hours of rock music a day shrivelled young squash plants, flattened philodendrons, and crumpled corn, all in less than a month. Experiments with hundreds of plants from geraniums to beans showed that the plants tried to escape the inharmonious sound by leaning away from it. Petunias and zinnias refused to bloom, leaned away from the radio-blaring rock music and finally died. [I can appreciate that; I understand that.] Other petunias "listening" to semi-classical or church music blossomed. And zinnias, taking part in the experiment,

grew straight and tall. In every case, rock music proved harmful.

**Hon. Mr. Auld:** Volunteers?

**Mr. Burr:** Now there's a lesson there somewhere.

**Hon. Mr. Auld:** You asked my reaction. It's the same as yours.

**Mr. Burr:** And what are you going to do about it?

**Hon. Mr. Auld:** I'm going to stay out of the flower beds.

**An hon. member:** The flowers should be saved.

**Madam Chairman:** Thanks, Mr. Burr.

**Mr. Burr:** You're welcome.

**Madam Chairman:** Mr. Nixon.

**Mr. G. Nixon:** Yes, Madam Chairman. I would like to know if the minister has had any complaints about Dupont Construction Supplies, Salem and Dupont St., and the number on Dupont is 1058, or in there somewhere. The reason that I am complaining about this is I have lived in that area all my life, and I have an automatic alarm clock that wakes me up every morning at 6.45 a.m. It's a scoop shovel on a Trojan loader.

These people start and load trucks until possibly 9 o'clock. Then they stop after all the trucks are loaded. They also load them at 12.30 a.m., which wakes you up again. When your windows are open in the summer-time, you can't sleep. It wakes the whole neighbourhood up. I have just been wondering if there have been any complaints about this and if there have, why hasn't there been something done about it?

**Hon. Mr. Auld:** I can tell you that I can answer the second question. At the present time, the only method of dealing with that would be under whatever bylaw the city has, which apparently is not effective. Hopefully, with the model bylaw that I mentioned a few minutes ago, the city would be able to take action. We are not proposing at this point in time to get into that kind of thing, which is, I suppose, what I would refer to in a general way as one of the nuisance noises. It certainly sounds like it is, anyway.

**Mr. G. Nixon:** When we get hot summer nights, they start to load three of these cement mixers at about 12.30. I get phone calls at 12.45 in the morning. Why should I

have to put up with this nonsense just because these people are not living up to the bylaws or the police aren't enforcing them? I get the phone calls but as soon as they get the three trucks loaded, they stop, and they're gone home.

**Mr. J. A. Taylor (Prince Edward-Lennox):** Call your alderman.

**Mr. G. Nixon:** No, the alderman should know about it; but I don't think he is interested in doing anything about it or it would have been stopped by now. This has continued for a year and a half or so. Summer is coming and I'll get the same phone calls from the same people, saying, "What are you doing about it?"

**Hon. Mr. Auld:** You can tell them that the great government which you support is producing a model bylaw so that the city can finally do something about it, if the city chooses.

**Mr. G. Nixon:** Yes, sir, but what about now? Your noise people are in bed at 6.45 in the morning. And at 12.30 at night they should be in bed, so nobody checks up on these people.

**Mr. Martel:** Give them the minister's phone number.

**Mr. Sargent:** You are walking across, are you?

**Hon. Mr. Auld:** One minute; Dr. Tempelmeyer.

**Dr. Tempelmeyer:** I can't say how many complaints we have had about this concern. Looking back we had a complaint on March 26 about Dupont Construction Co., 1058 Dupont St. We did investigate the complaint. I'm sorry, I don't have the complaint folder for that investigation here. We could forward it to you if you wish, sir.

**Mr. G. Nixon:** Mr. Minister, also, in the colder part of the winter, they have 10 trucks which they start up at 6.30 in the morning and roar them all. It is bad for pollution, bad for noise and bad for people's patience in the community. Don't these people have to live up to rules and regulations, or what?

**Hon. Mr. Auld:** I can't tell you, but we will dig out the file.

**Mr. Martel:** You should come to Sudbury for a while.

**Hon. Mr. Auld:** I suspect that either they are not effective rules and regulations or they are not being enforced.

**Mr. G. Nixon:** Well, sir, I don't know what they can do about it but I hope to goodness something is done very shortly, because I'm getting older and greyer from people phoning me in the middle of the night—or I'm going to get my phone taken out, one thing or the other.

**Mr. Wardle:** There is an anti-noise bylaw in the city of Toronto which prohibits work of that type after 11 o'clock at night. Any infraction of that bylaw can be reported right away to the proper civic authorities and they will take the necessary action. The only reason that people could pour cement after that hour is if they have special permission because the cement is liable to harden. If they get the work started they have to finish their job. This has to be done by special permission. There is an anti-noise bylaw and they do their best to enforce it. I would suggest to Mr. Nixon this be reported to the local alderman.

**Mr. G. Nixon:** Yes, but, Mr. Wardle, last summer I believe there was a project downtown which they were trying to supply cement to and this is why they were loading these trucks that particular night. Due to the traffic on the roads being heavy in the daytime, they were working at night. That is still not helping the neighbours to sleep. I am concerned about the noise.

**Mr. Wardle:** There have been convictions under that bylaw, Mr. Minister, that you are probably aware of or the people in your department are aware of.

**Mr. Sargent:** Why wouldn't a phone call from the member to the department be sufficient to allow him to get up there and raise hell about that?

**Mr. Laughren:** Keep after it. Don't back off.

**Madam Chairman:** Does that complete for you, Mr. Nixon? Thank you very much.

Does item 1 carry? Carried.

Item 2, waste management. I have a request from Mr. Sargent.

**Mr. Sargent:** Madam Chairman, Mr. Minister, in Peel South, there is a problem with Mullet Creek which is a large feeder creek running into the Credit River. An executive out there went to brush his teeth one morn-

ing and blood came out of the water tap. When they traced it down they found lagoons filled with blood and entrails from the Maple Lodge Chicken Farm. This creek is black with pollution. No fish can live in it and no ducks swim in it.

There are two local actions of \$100,000 each pending against this firm. The writ was issued Dec. 28, 1972. The water resources people, I know, have got a thick file on it. Yet they will not move because the president of Maple Lodge Chicken Farm, Mr. Bob May, has retained, in Brampton, the legal firm of the Premier (Mr. Davis).

The water resources people have done nothing about this pollution. And I charge that there is a very, very serious conflict of interest. I would ask the minister to conduct a thorough inquiry into the whole situation.

**Hon. Mr. Auld:** I will inquire about that but unfortunately the water vote and the industrial waste vote was the first one we passed.

**Mr. Sargent:** Waste management, Mr. Minister; we are talking about it now.

**Hon. Mr. Auld:** I knew you would say that. I remember a great discussion with you about film censorship when we got into the archives because you said they were micro-filming and we should get back to filming.

**Mr. Sargent:** Well, what are we here for?

**Hon. Mr. Auld:** Well, we are here to do the business—

**Mr. Sargent:** You are spending \$1 million here for services for waste management. I am talking about waste.

**Hon. Mr. Auld:** This is solid waste management and if you go back to the first vote, you will find industrial waste, liquid waste, water quality and sewage.

**Mr. Sargent:** I can tell you, Mr. Minister, when we take over this government here, any member who brings up a subject important to the people of Ontario, whether it was passed a month ago or a week ago or five minutes ago, will get further hearing. That will be our policy. And your keeping the lid on things like this, Mr. Minister, is not going to do you a damn bit of good because we are going to blow it off.

**Hon. Mr. Auld:** No question about—

**Mr. Beckett:** I think he is back on the subject now.

**Hon. Mr. Auld:** I will tell you what. Ask me in the House about it on Thursday and in the meantime I will get a report on it.

**Mr. Sargent:** All right. Thank you.

**Madam Chairman:** Mr. Newman.

**Mr. B. Newman:** Madam Chairman, I wanted to ask if the minister is concerned at all that the waste disposal companies in the Province of Ontario are being taken over by Americans?

**Hon. Mr. Auld:** I am aware of the trend. I am not aware that there has been any major effect in Ontario as yet. I understand there has been in the west. I understand that the pattern has changed in the United States and that perhaps—I don't know—there used to be, let's say, 5,000. There is still about 3,000 but there are four or five quite large ones that have been acquiring private sanitation contracting firms and are becoming large corporate operations.

I don't think there is anything inherently bad in somebody combining a number of small operations into a larger and more efficient one, because one would assume that the people who are buying the service, in this case municipalities generally—not entirely—presumably stand to benefit. On the other hand, like every other Canadian I would prefer to see them Canadian controlled if, in fact, that is the pattern.

It is not as widespread in this country, of course, as it is in the States where for years and years a lot of large municipalities have had private contractors collecting garbage and sometimes disposing of it, sometimes taking it to a municipal site.

**Mr. B. Newman:** I'm referring to the Browning-Ferris Industries, of Houston, Tex. From my information—

**Hon. Mr. Auld:** I've read about them. They are one of the big ones, I think.

**Mr. B. Newman:** They are the world's biggest. They operate in 36 cities in the United States, in Canada, in Puerto Rico. They have operations in Windsor, Winnipeg, Thunder Bay—

**Hon. Mr. Auld:** Winnipeg was their first one here, I think, wasn't it?

**Mr. Newman:** I beg your pardon?

**Hon. Mr. Auld:** I think Winnipeg was their first one in Canada, wasn't it?



**Mr. B. Newman:** Well, the centres that they have in Canada are Winnipeg, Thunder Bay, Edmonton, Calgary and Windsor. They have taken over the Sasso Disposal Co. in Windsor. That was probably about a year ago, and I am just wondering if—

**Hon. Mr. Auld:** Are they doing any municipal contracting or is it all private contracting to shopping centres and factories and hotels and things?

**Mr. B. Newman:** According to this, they do all types of contracting.

**Hon. Mr. Auld:** But are they—

**Mr. B. Newman:** Whether they are actually in with the municipalities themselves, I am not familiar with that at all, Mr. Minister. They simply make mention that they take care of reclamation in addition to waste disposal—and that is liquid and otherwise, industrial and otherwise.

Is there any danger at all in a corporation like that coming along and taking over responsibilities that we normally look upon as the responsibilities of some municipal and/or provincial government?

**Hon. Mr. Auld:** I don't know. In the first place it would depend on the municipalities or municipality. There are perhaps a dozen private contractors in the province who are collecting for municipalities. Municipalities have either gone out of the collection business themselves or have contracted some of it out. I really can't answer your question.

I think there is less contracting out of individual garbage collection by municipalities in Ontario than in many other jurisdictions in the States.

**Mr. B. Newman:** Are there any controls imposed on a corporation like that by your department?

**Hon. Mr. Auld:** No. No specific controls. The same controls as a municipality would have imposed.

**Mr. B. Newman:** The same as with a municipality? Okay.

**Hon. Mr. Auld:** Outside urban areas they require a PCV licence, so there is the same control there as there is on any other kind of trucking operation.

**Mr. B. Newman:** There may be some concern on the part of employees and their associations with the Ministry of Labour, but we could discuss that under the Ministry of Labour.

I wanted to mention also, Mr. Minister, I introduced a private member's bill on waste disposal and a reclamation commission, setting up a waste disposal system based somewhat similarly to what Hydro is, as a provincial Crown corporation. I would assume that your ministry has looked into the thing.

**Hon. Mr. Auld:** Yes, as a matter of fact—

**Mr. B. Newman:** Is there any criticism that your officials can levy against that type of idea? You know, a municipality has difficulty finding waste disposal sites and it has to work in conjunction with other municipalities. However, if the problem of waste disposal were solely a provincial utility or a provincial problem, then with the expertise you could develop, you could probably take care of not only the disposal, but also the reclamation, and it could, I would hope, become a viable operation.

**Hon. Mr. Auld:** One of the things that we are thinking about quite actively at the moment—and we have had a number of discussions about it as a matter of government policy—is having Environment perform a service for small municipalities and charge back for it, the same way as we do in area water schemes or in area sewage schemes. I think it is quite likely that that may happen because, from my own opinion about dealing with the increasing garbage problem, you need to have a fair amount of it to handle it efficiently.

To take the other side of the coin, and the programme we have of encouraging area studies by a number of municipalities to set up area schemes themselves, at this point in time, the township of North Crosby in my riding can't afford to meet our standards for a single landfill site. It can't afford to buy a bulldozer and run it two hours a week or something and can't afford to haul in some guy with a bulldozer. We have got about seven schemes—

**Mr. W. Williamson** (Acting Director, Waste Management Branch): Nine.

**Hon. Mr. Auld:** Nine schemes going or studies going at the request of two or more municipalities at the moment. We expect to see more of them. In fact, there is an increase in that budget item in these estimates.

I think in the long run that that is going to be a solution perhaps, in fact very probably, combined with rail haul because rail haul, in many cases, looks as though it would be the most economical way to have local collection as is now the case in Metro. The borough

has responsibility for collection and the senior level of government, in the case of Metro, is responsible for disposal.

We are thinking of a comparable arrangement by which a number of small communities might have their collections and, by some means or other, it is taken to a central point where they can afford to do those bits of reclamation that are economically feasible; or possibly to produce steam or do any one of a variety of things depending on how much they have and where they are and where the user or the reuser of some of the reclaimed material is located, so that it is economical and they are not spending \$10 a ton to send something to Windsor as opposed to \$2 a ton to incinerate it, to burn it, to bury it or something else like that.

**Mr. B. Newman:** The amount of waste generated even in my own municipality probably wouldn't be sufficient to operate a reclamation project. There is a 200,000 population; 350,000, maybe, with the county. It would be a little more viable, I would

assume, by means of a commission whose responsibility would be, maybe, not only to dispose of it and reclaim it but, maybe, even to be responsible for the pickup with a charge back to the municipality.

**Hon. Mr. Auld:** It might be feasible to do some separation or—I say “might be,” because there are a lot of might's; a lot of ifs—either to sell it to, or pay Hydro to burn this as a percentage of fuel in one of the fossil fuel thermal plants there. That wouldn't solve the problem perhaps in Sarnia.

**Madam Chairman:** Excuse me, Mr. Minister and Mr. Newman, I seem to be getting hints that it is 6 o'clock so I will entertain a motion for adjournment.

**Mr. B. Newman:** I want to continue, Madam Chairman.

**Hon. Mr. Auld:** We break for dinner on a heavy note, verbally.

It being 6 o'clock, p.m., the committee took recess.

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# Legislature of Ontario Debates

## **STANDING COMMITTEE ON SUPPLY**

**Estimates, Ministry of the Environment**

**Chairman: Mrs. M. Scrivener**

**OFFICIAL REPORT — DAILY EDITION**

**Third Session of the Twenty-Ninth Legislature**

**Tuesday, May 29, 1973**

**Evening Session**

**Speaker: Honourable Allan Edward Reuter**

**Clerk: Roderick Lewis, QC**

**OFFICE OF THE SPEAKER  
PARLIAMENT BUILDINGS, TORONTO  
1973**



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# LEGISLATIVE ASSEMBLY OF ONTARIO

TUESDAY, MAY 29, 1973

The committee resumed at 8:05 o'clock, p.m.

## ESTIMATES, MINISTRY OF THE ENVIRONMENT

(continued)

**Madam Chairman:** This meeting of the standing committee on estimates will come to order. The substitutes I have this evening are Mr. Taylor for Mr. Hamilton; Mr. Havrot for Mr. Walker; Mr. Handleman for Mr. Eaton; Mr. Haggerty for Mr. Riddell; Mr. B. Newman for Mr. Worton; and Mr. Burr, will you go for Mr. Martel, because Mr. Deans is here? Right!

So we were on vote 1803, item 2, waste management. My last speaker was Mr. Newman who had not completed, had you?

On vote 1803.

**Mr. B. Newman** (Windsor-Walkerville): That's right, thank you.

**Madam Chairman:** All right, Mr. Newman.

**Mr. B. Newman:** Thank you, Madam Chairman.

We had been discussing, just prior to the break, a waste disposal and reclamation authority which would handle not only the possible collection but the disposal and reclaiming of anything which could possibly be reclaimed from the waste.

Now I wanted to ask the minister if there are any pilot projects, combining both disposal and reclamation, going on at present in small municipalities, and/or in larger urban areas?

**Hon. J. A. C. Auld** (Minister of the Environment): In the context of what you said, about an area scheme or an authority, I guess the only one that might fit into the category would be Metropolitan Toronto, which is a regional government.

**Mr. B. Newman:** Now that is a combined—

**Hon. Mr. Auld:** No, as I said this afternoon, the boroughs are responsible for the

collection, and the upper tier is responsible for disposal.

**Mr. B. Newman:** All right. In disposal, are you referring to not only disposal but also to reclamation?

**Hon. Mr. Auld:** At the moment there is no reclamation going on.

**Mr. B. Newman:** No reclamation?

**Hon. Mr. Auld:** There are a number of studies and activities leading to that kind of a programme. But at the moment there is no reclamation going on effectively at the municipal level. I think that it is fair to say that this is true right across the province. There are a number of local groups which are—

**Mr. B. Newman:** Are there funds available from your department for studies into the feasibility of setting up facilities, on a regional basis, that could both dispose of and attempt reclamation? Something similar to the process used by the Black Clawson people in Franklin, Ohio?

**Hon. Mr. Auld:** The first part of your question: There are funds available for studies into area collection and disposal schemes—

**Mr. B. Newman:** Are they available?

**Hon. Mr. Auld:** —whatever the method of disposal might be. There are also funds—

**Mr. B. Newman:** Are they available on request? Or do you select the area that is going to—

**Hon. Mr. Auld:** —in this budget for a type of pilot project thing. You start with a collection station and the basic facilities for dealing with garbage in bulk and you can then experiment with different methods of reclaiming different parts of the garbage.

**Mr. B. Newman:** Are these funds available on request by organizations, such as Pollution Probe that would like to, say, in the city of Windsor, conduct a study into the feasibility of setting up a plant similar to the Black Clawson plant in the US?

**Hon. Mr. Auld:** No, you would be dealing with the municipal authorities there.

**Mr. B. Newman:** With municipal authorities solely? So that a Pollution Probe type organization which might be very concerned and possibly would like to do this as a project would not have any chance of getting any funds from your organization to conduct feasibility studies?

**Hon. Mr. Auld:** Not likely, but it's not impossible.

**Mr. B. Newman:** And has your department studied the Franklin, Ohio, project, and is it the intention of the department to set up facilities similar to that?

**Hon. Mr. Auld:** No, because that is an experimental, pilot project, and there is no reason why we should set up one the same to learn what they are learning. It's about, what—30 tons a day?

**Mr. W. Williamson (Acting Director, Waste Management Branch):** It's merely a pilot project, that's right.

**Hon. Mr. Auld:** It is really a pilot project—

**Mr. Williamson:** Oh, yes, it is merely a pilot plant.

**Mr. B. Newman:** It is a 150-tons-a-day project.

**Hon. Mr. Auld:** Even on the day I was there they were processing only 40 tons.

**Mr. Williamson:** That is right, sir, and it is only recently, in fact, that they have turned it on when there weren't visitors there.

**Mr. B. Newman:** The project in Franklin was started, apparently, in 1969 and set up to process 150 tons a day. It is, apparently, the first of its kind in the world. Now, are your officials impressed with the plant, at all? And can they see any adaptations or variations of the process used by the Black Clawson people that could be adopted and set up in Ontario—even if only on a pilot basis, in some municipality that might compare in size, or that would have approximately 150 tons of waste products to dispose of?

**Hon. Mr. Auld:** Well, I would hesitate to speak for all the staff, because there are, I think, varying views. I'd say that the Black Clawson kind of operation, according to what they told me, started out because one of

their staff was on the council in Franklin. They had a disposal problem, and the member of their staff convinced the board of directors that they might help to solve a local problem in their manufacturing plant, and also do a little experimenting with a process basic to the paper industry.

So, in fact, they used the paper process to grind everything up, mix it with water and screen out the paper, or the paper fibre. They are next door to the river and next door to a plant that makes asphalt shingles. So they have a market for that part of the waste, which is about 30 per cent, I think. They claim they can shove this waste through a pipe under the road to the plant next door.

There is nothing wrong with it; it works. But that particular part of the process is not going to be effective in every area because there may not be a market for paper fibres.

**Mr. B. Newman:** Well they did—

**Hon. Mr. Auld:** They still have a large quantity of what comes in that they have to dispose of some place, and part of it goes into the town's waste disposal system, which then goes into the river.

**Mr. B. Newman:** From the motion picture that I saw—

**Hon. Mr. Auld:** I've seen the picture. It's a good one.

**Mr. B. Newman:** —put on by the people at the University of Windsor, they certainly had an extremely efficient operation and were able to dispose of most of the products. They were probably handicapped by the fact that there was not an available market for the fibre reclaimed as well as the metals that were reclaimed. The glass reclaimed went right into the asphalt operation you mentioned earlier.

**Hon. Mr. Auld:** In Franklin?

**Mr. B. Newman:** In Franklin, yes; but there weren't as many non-recoverable materials to dispose of because of the burning of the garbage, or whatever is left over, that cannot be reclaimed. There was the added advantage in producing energy that was readily saleable.

**Hon. Mr. Auld:** I don't think they produce any energy in Franklin.

**Mr. Williamson:** No, sir, but they have proposed to do this at the plant they have offered to build in Hampstead, New York.



**Hon. Mr. Auld:** Yes, but there there is no reclaimed fibre.

**Mr. Williamson:** No, they burn the fibre and the water.

**Hon. Mr. Auld:** And there are other processes that will burn the fibre without burning the water that produces energy.

**Mr. B. Newman:** Well, Mr. Minister, I was very much impressed with their operation. And from their discussion, they apparently were not simply operating the Franklin, Ohio, plant, but were going to be in the same type of business in other places in the USA. I think they even had an appointment with your ministry, because I know I did give them your name as the proper official of the Ontario government to see—in an attempt to maybe convince you of some of the advantages of their operation.

**Hon. Mr. Auld:** They have the plant in Franklin which is a pilot type operation. They are building a plant in—New Jersey?

**Mr. Williamson:** Right! I don't think they are actually building it yet. They are designing the plant in New York. I don't know about New Jersey.

**Hon. Mr. Auld:** Well, somewhere up that way.

**Mr. B. Newman:** Right, in the eastern states.

**Hon. Mr. Auld:** It is the same basic machinery but a different end product. When that one is built it will be their first operating commercial plant.

**Mr. B. Newman:** Then are there no projects that are being financed or receiving financial assistance in Ontario in an attempt to resolve the problem of waste disposal?

**Hon. Mr. Auld:** In the estimates before us at the moment there is something in the order of \$1 million that is in this whole waste disposal field.

**Mr. B. Newman:** Are you assisting the Kingston plant?

**Hon. Mr. Auld:** Not yet, because the Kingston project has been up and down. At the moment I don't know where it stands. We have said that we would be delighted to participate in the research aspect of that. The proposed Kingston operation really fell when the city decided that they would not undertake to guarantee that it would work. Of course the thing that you have to re-

member about garbage, Bernie, is it keeps being produced every day. If you get all your eggs in one basket and the bottom comes out of the basket, you have got a lot of garbage on your feet. You have got to have a place to put it.

**Mr. B. Newman:** I can understand that, Mr. Minister; but also, as it keeps piling up, you are going to have to dispose of it. And the people in the north don't want the waste products from the southern part of the province. So you are going to have to find another method, rather than simply attempting to bury the garbage.

**Hon. Mr. Auld:** I couldn't agree with you more.

**Mr. B. Newman:** As a result, you have got to do more than simply depend on municipalities in an attempt to find an answer. You are going to have to invest moneys either through your ministry or with the assistance of the federal authorities to resolve the problem.

**Hon. Mr. Auld:** I hate to do this, but I can read you a press release which is planned for Friday. I will just read you the first two paragraphs. Well, that is all right. No members of the press are here, so we will keep it—

**Mr. B. Newman:** We are going to keep it under our hats.

**Hon. Mr. Auld:** "Ontario will build an experimental waste reclamation plant in the initial stage of developing a solid wastes resource centre." I announced this on Friday.

The minister—

**Mr. F. A. Burr (Sandwich-Riverside):** Who is going to build it?

**Hon. Mr. Auld:** Ontario.

**Mr. Burr:** Did you say where? I can't hear very well here. Try it again.

**Hon. Mr. Auld:** I won't read too much of it. "We are presently seeking a qualified engineering consultant to design this experimental plant that will recover resources from municipal solid waste." Then there are—one, two, three—four more paragraphs which sort of expand on it.

**Mr. B. Newman:** I think that's a forward step, Mr. Minister. I would hope that you would probably carry on experimentation in more than one method. Then even if it costs a little more money than we would

normally like to spend, one of the methods might be practical. Then on a regional basis you could set up some type of authority or commission that could take care of waste products.

**Hon. Mr. Auld:** Bernie, there are a lot of people who are experimenting. What we are proposing to do, and will be doing shortly, is taking what we think are the best of the basic approaches that a number of people have tried and going on from there. What we are attempting to do, of course, is not to duplicate somebody else's—

**Mr. B. Newman:** Experimentation!

**Hon. Mr. Auld:** —experimentation at this point in time, but to take what appear to be the workable parts, put them together—not all of them but some of them—and then go on from there.

**Mr. B. Newman:** How about Europe? Does Europe have anything to offer to us in the way of a solution to the problem we are talking about now?

**Hon. Mr. Auld:** Yes, I think a good deal. What you always get back to in reuse of waste is the economic factor. Many places in Europe have been burning 100 per cent of their garbage for a long time. It makes sense for them because their energy costs are higher and their space for landfill is less and far more expensive, so they have a different set of economics to deal with. That's one thing, in my own opinion, I think about in solid waste disposal, that the economics are pretty important. They vary tremendously from place to place and, as we discussed just before dinner, they vary quite a bit in terms of the volume. You can't handle 10 tons, but you can perhaps handle 1,000 tons economically.

**Mr. B. Newman:** The thing that impressed me about the Black Clawson operation in Franklin, Ohio, is that according to their information sheet they only employ four people to handle 150 tons a day. It doesn't seem realistic to think that you can handle that amount with four people only. I think the Kingston operation employs 15 or 16.

**Hon. Mr. Auld:** In Kingston, though, the original proposal was for a lot of hand separation.

**Mr. B. Newman:** Yes.

**Hon. Mr. Auld:** I think there were more than that. How many people were there, Mr. Williamson?

**Mr. Williamson:** No, 15 was the estimated number.

**Mr. B. Newman:** Is that Black Clawson?

**Mr. Williamson:** No, this is Kingston.

**Mr. B. Newman:** Kingston will have 15. Black Clawson made mention of four people.

**Hon. Mr. Auld:** How many were there in Worthing where they have been doing this for some time?

**Mr. Williamson:** About 12 in total.

**Hon. Mr. Auld:** And six of them were—

**Mr. Williamson:** On sorting.

**Hon. Mr. Auld:** —picking out the aluminum.

**Mr. Williamson:** And the rags.

**Hon. Mr. Auld:** And the rags, yes.

**Mr. I. Deans (Wentworth):** It's good for us to produce jobs, too, isn't it?

**Hon. Mr. Auld:** I don't think there would be a great lineup, having watched the operation, for those particular jobs.

**Mr. Deans:** Tell me, just out of curiosity, what kind of garbage do you smoke in that pipe?

**Mr. B. Newman:** Madam Chairman, I wanted to ask a question.

**Hon. Mr. Auld:** John Cotton No. 1 mild.

**Madam Chairman:** Mr. Newman has the floor.

**Mr. Deans:** It has to do with air pollution and waste management.

**Hon. Mr. Auld:** We want to have the right atmosphere here.

**Mr. B. Newman:** Mr. Minister, have you looked into the potential of using Hydro to set up some type of a facility that would burn this garbage and produce energy? How far have you gone in that discussion?

**Hon. Mr. Auld:** We presently have a group, and the co-ordinator is Tony O'Donohue, who I see is sitting in the room tonight; and they have started work.

**Mr. Deans:** So that's what he does.

**Hon. Mr. Auld:** It's one of the things he does, yes; and does very well. At the moment it looks quite encouraging for burning a

small percentage of separated garbage in one of the fossil-fuel boilers at Lakeview.

**Mr. R. Gisborn (Hamilton East):** Where does all the paper go from this building?

**Hon. Mr. Auld:** I would say, thinking of some of it, it would have to go in the garbage.

**Mr. Deans:** All of the papers of the ministers goes in the garbage, anyway.

**Mr. B. Newman:** Madam Chairman, may I ask of the minister, have his discussions gone so far as to think of setting up some type of pilot operation?

**Hon. Mr. Auld:** We are not really thinking in this case of a pilot operation, we are thinking of an operation.

**Mr. B. Newman:** Of an operation?

**Hon. Mr. Auld:** There has been a pilot operation in St. Louis, Mo., at the Union Electric Co., which seems to be working reasonably well. There are slightly different conditions there, but at the moment it looks quite encouraging.

**Mr. B. Newman:** Then, Madam Chairman, if I may ask of the minister, concerning the recent advertising by the can industry, is the can industry doing a sell job here? Can the cans be recycled as easily as they lead one to believe?

**Hon. Mr. Auld:** Not yet.

**Mr. B. Newman:** Not yet?

**Hon. Mr. Auld:** At least that's what I also read.

**Mr. R. Haggerty (Welland South):** I just bought a new car!

**Mr. B. Newman:** Is the ministry—I beg your pardon?

**Mr. Haggerty:** I just bought a new car and I looked down on the door panel of it and it read "Coca Cola."

**Mr. B. Newman:** Buy one with "Pepsi Cola," it makes you think young.

May I ask you, Mr. Minister, if you are considering imposing a charge on containers, pop containers, metal containers, and so forth, in an attempt to get them back to their manufacturers so they can be recycled, rather than letting it stay as it is now?

**Hon. Mr. Auld:** We've looked at a lot of things, and the basic terms of reference that

I gave to the solid waste task force suggested three general approaches; and then the rest of the reference said: "Tell me what else you can think of that might help to solve the problem."

So I have no position at the moment, but I expect to have a report from the task force on the beverage container part of the operation by the end of June, although the chairman tells me that it may be a couple of weeks later.

**Mr. B. Newman:** Are you doing anything to encourage the use of glass containers and discourage the use of the non-returnable container?

**Hon. Mr. Auld:** Yes, we banned some plastic non-returnable three quart milk jugs last year, which encourages the use of something else; the plastic returnable, I guess, or whatever material may be used in the future.

**Mr. B. Newman:** How about the glass non-returnable bottle?

**Hon. Mr. Auld:** Well, how about it?

**Mr. B. Newman:** Are you going to ban them completely, or are you going to increase the deposit on them?

**Hon. Mr. Auld:** I can't tell you, because I haven't got the report. Once we get the report and take a look at it, then I suppose we will go through the process and come to a decision.

**Mr. B. Newman:** I won't continue on that at all, because—

**Mr. Haggerty:** It is a good subject to get into, though. I mean, you get into the Liquor Control Board, they are selling the booze down there and there is no recycling of the bottles that are discarded.

**Mr. B. Newman:** But the contents are recycled.

**Hon. Mr. Auld:** That is part of our problem!

**Mr. B. Newman:** May I ask you, Mr. Minister, if you are satisfied today with the method of waste disposal conducted by BASF on Fighting Island in the Detroit River, considering the high water levels? Is there no danger?

**Hon. Mr. Auld:** It meets our requirements.

**Mr. B. Newman:** I beg your pardon?

**Hon. Mr. Auld:** It meets our requirements.



**Mr. B. Newman:** The high water levels don't—

**Hon. Mr. Auld:** The high water levels don't meet our requirements, because we are not involved in that.

**Mr. B. Newman:** No, but that doesn't throw a monkey wrench, so to speak, into the diking system that they have used on the island?

**Hon. Mr. Auld:** I think that the dikes were put there as a requirement of what was then the Ontario Water Resources Commission.

**Mr. B. Newman:** Right!

**Hon. Mr. Auld:** As far as I know, the requirements on how they fill that area are being met.

**Mr. B. Newman:** Are you undertaking to give the Wyandotte Chemical people a set period of time within which they must completely stop using the island as a dumping spot for American waste products?

**Hon. Mr. Auld:** No, but I would say that once they fill in the area behind the dikes there will be.

**Mr. B. Newman:** They will just keep building up the dikes, Mr. Minister. They can build them up indefinitely. There is nothing to stop them from doing that.

**Hon. Mr. Auld:** I'm informed that we've inspected the area from the air and informed the company that in our opinion the dikes are in ill repair and they've got to be fixed before they put very much more in there.

**Mr. B. Newman:** I would assume that you would tend to that. But are you talking with the Wyandotte Chemical people in an attempt to stop the use of a Canadian island as a dumping ground for American waste products?

**Hon. Mr. Auld:** Not on that basis.

**Mr. B. Newman:** Let them find a site on their own side. Let's try to reclaim the island so that at least we can enjoy it. If not we, then Canadians in the future. Otherwise Wyandotte Chemical are going to continue to do this until—

**Hon. Mr. Auld:** Bernie, we are back on one of the earlier votes. I'd be delighted to discuss it with you, but I would say this: They own the island.

**Mr. B. Newman:** Yes.

**Hon. Mr. Auld:** This is off the top of my head, but I would say that if we were to do what you suggest, then we would have to buy the island.

**Mr. B. Newman:** Not necessarily, Mr. Minister. They lease the pipeline and they pay charges to Lands and Forests.

**Hon. Mr. Auld:** That is what you get when you say something off the top of your head.

**Mr. B. Newman:** —or the Ministry of Natural Resources. We can stop that very easily; and once we stop them using that pipeline they no longer can dump liquid wastes on the Canadian island.

**Hon. Mr. Auld:** By pipe!

**Mr. B. Newman:** Well, they are not going to distribute it any other way, Mr. Minister. It would not be economically feasible for them to do so. The thing is, we've got to stop them from using our island. Let them find sources in the State of Michigan for dumping their liquid waste products.

**Hon. Mr. Auld:** I will pursue that.

**Mr. B. Newman:** I hope we don't have to come back next year, Mr. Minister, and ask you how far you've got along with the people—

**An hon. member:** You will!

**Mr. B. Newman:** You are not kidding. I would think that you are right in what you say.

**Hon. Mr. Auld:** No, we kind of like to be—do you like it here?

**Mr. B. Newman:** Madam Chairman, I have other comments that I'd like to make, but it wouldn't be fair not to let others talk; I'll come back later.

**Madam Chairman:** Thank you, Mr. Newman. Mr. Laughren is next.

**Mr. F. Laughren (Nickel Belt):** Thank you, Madam Chairman.

I may have missed this when you replied before to Mr. Newman and I'm sorry if I have, but exactly how much funds are in your ministry this year for recycling projects; either as a form of subsidy to a municipality, or for something that you see your ministry as becoming involved in directly, or through projects such as the youth projects?

**Hon. Mr. Auld:** Area planning and research, the programme I mentioned earlier in connection with getting area projects going, has \$200,000; grants to municipalities, \$100,000; the litter campaign, \$220,000; the vehicle programme, \$100,000; the reclamation plant that I leaked to you, \$200,000; recycling projects, and there are a number of those—research of various kinds—\$80,000; and then miscellaneous consulting services, \$121,000.

**Mr. Laughren:** I was referring specifically to projects that dealt with reclamation and recycling, not the ones to collect automobile—

**Hon. Mr. Auld:** It would turn out, at this moment in time, to be about \$350,000.

**Mr. Laughren:** Yes. Well, that's part of the thing.

**Hon. Mr. Auld:** There are parts of some of these that would all go into that kind of a project, if in fact this is the route we were taking and needed those funds.

There are some other aspects to this, though, that are still not firm, because they may be joint projects between ourselves and the government of Canada and one or more municipalities. I've got a meeting, hopefully tomorrow, with the Metro works committee to discuss this kind of thing. Then industry, according to what I hear from the solid waste task force, may want to be a part of a project like this—as they discussed originally in Kingston.

**Mr. Laughren:** But I was really looking for—and I suspect that other people, not just in this room but in the community at large, are looking—for some kind of indication that there is a real serious attempt by your ministry to move into this area by a serious commitment of funds. I can't find, in anything you say or any of these dollars or any of the projects you mention, the indication that you are really willing to—

**Hon. Mr. Auld:** There is a very serious commitment. I have said this often, and it is not just my own feeling, it is the feeling of our staff, that you can't go on burying it or burning it, with no purpose, forever. We have to do something about this.

What we don't want to do is get involved in a great big white elephant. This has happened in some places because people got a great deal of enthusiasm. What worked in a pilot operation didn't work when you had to run, in effect commercially, five or seven days a week.

**Mr. Laughren:** Another matter has bothered me for some time. I think your ministry could be involved in some way but I'm not sure how. When you enter Sudbury from the west—the east is worse—but when you enter Sudbury from the west—

**Hon. Mr. Auld:** Put it the other way: The west is better.

**Mr. Laughren:** The west is better, yes, that's right! When you enter from the west on Highway 17, very close to the road it's very unsightly because of tailings and waste from the International Nickel Company's works at Copper Cliff. I believe that it's close enough to the road and is a small enough area that it could be reclaimed.

I'm not sure how, but perhaps by some mulching process which I've seen them use in BC. They actually spread it by a blower onto the landscape. It's a mixture that includes seed and so forth, and it then grows and you have a more attractive landscape.

I realize this would be very difficult for an area of 20,000 or 30,000 square miles such as you have on Highway 17 east in the Coniston area. But in an area coming in from the west where it's very close to the road—I am not talking about a large area but a small, extremely unsightly area—it gives the whole city of Sudbury just a terrible appearance for people coming through it.

It is on the Trans-Canada Highway and there are a tremendous number of tourists coming through there. I think it would do a considerable amount for the city if there would be some kind of direction from your ministry on improving that.

**Hon. Mr. Auld:** Floyd, you bring up a point that is very interesting to me. It indicates what is happening in this field. It is partly because government has said to the sawmill industry, for example, you can't have teepee burners anymore, or you can't burn your bark or dump it in the river.

One thing I do know is that Domtar is very concerned about this. They have been working out a system of using bark and some sawdust, I guess, as part of a compost. They have a lot of it and it is very expensive for them at the moment to dispose of it. They have worked out a system of mixing it with tailings to in effect produce a compost. At the moment, the only problem is that most of the chips are over here and most of the tailings are over there.

I can't answer your question, but I think that—oh, and there is another one, too, the

sewage sludge and tailings. We are getting lots of sewage sludge because now we have lots of sewage plants and no place to put the sludge.

**Mr. Laughren:** Then if a recycling plant was set up you would have the compost available there, too, possibly; it would be available. I'm really surprised that you haven't at least moved in there. It would be a beautiful pilot project.

It's not a large area I'm talking about at all. I'm sure there's not 10 acres there. Right across the road, where the company built an office—I think it's an engineering office—they have what looks like a golf green the way they have manicured it. The grass will grow, there is no question about it, if attention is paid to it.

**Hon. Mr. Auld:** Mr. Ferrier isn't here tonight, but he might say the same thing about Timmins, because there are a lot of tailings around there; and Kirkland Lake and—

**Mr. Laughren:** Well, there is a little difference in terms of tourism though, and in terms of the amount of traffic and proximity to the city.

**Hon. Mr. Auld:** Mr. Ferrier agrees with you on that, does he?

**Mr. Laughren:** I am certain he would if he were here.

**Mr. Haggerty:** The air must have improved; there are a lot of tourists in Sudbury.

**Mr. Laughren:** Well, you have been most evasive. Two things: Have you any way of leaning on them to force the company to do something about it; or secondly, to get in there and do something yourself?

**Hon. Mr. Auld:** I am informed the area planning study—the kind of programme I mentioned before supper—the area planning study in Sudbury has been instructed to look at composting and tailing reclamation. That is not being evasive.

**Mr. Laughren:** No, it is being very direct. Well, I think I have a non-commitment from you anyway; which is something, I suppose.

**Hon. Mr. Auld:** No, I am very interested—

**Mr. Laughren:** But really it would make a tremendous difference to the city.

**Hon. Mr. Auld:** Part of the problem, seriously, is that the obvious components are a

long distance apart and it is very costly to get them together.

**Mr. Laughren:** Not sewage sludge; very close.

**Hon. Mr. Auld:** Not in the quantities that might be required for an economical mixing plant, or whatever machinery was required.

**Mr. Laughren:** We can gear up for that.

**Hon. Mr. Auld:** Just sign me a blank cheque and we will get it going tomorrow.

**Mr. Laughren:** I don't want a blank cheque—I just want a commitment that you put some effort and funds into it, that is all.

**Hon. Mr. Auld:** Well, we are.

**Mr. Laughren:** I don't know how much you are putting into that particular one; I don't think you are.

**Hon. Mr. Auld:** I can't say—what is the estimated figure on that?

**Mr. Williamson:** I think for the Sudbury area planning studies our contribution is \$30,000.

**Mr. Laughren:** That is for the planning studies.

**Mr. Williamson:** Yes, but the planning is necessary first, sir, before we go to the other phases. There are also studies going on with Inco on the use of sludge and tailings.

**Madam Chairman:** Does that complete for you, Mr. Laughren?

**Mr. Laughren:** Yes.

**Madam Chairman:** Thank you, Mr. Handleman?

**Mr. S. B. Handleman (Carleton):** Oh, I am just a little bit surprised that you called me so soon. If you recall last year we waited two weeks before I could speak on this item.

**Madam Chairman:** We have gone a long way since then.

**Mr. Handleman:** Mr. Minister, we hear a lot from the members about coming back next year and not having anything done. I am under orders from some of my constituents to come back this year and thank you publicly and for the record for the \$2,000, which we found very welcome, to assist in a glass recycling programme in the community of Kanata.



I think it bore out what I tried to tell you at that time, even though it took a lot of work and a lot of persuasion. We were absolutely right; but of course you gave us the grant.

We have been trying to get across to you, not only to you, Mr. Minister, but to other ministers, that quite often seed money given to a small local institution, or a private organization, will return one hundredfold in the way of a harvest, compared to the same amount of money spent by your own officials within the ministry.

I really think where there is will and initiative in a local community that a small grant from you will really return this type of harvest.

As you know, the Kanata people will be ready to report soon. I think they have had a very successful programme. All the problems have been met and solved and the next request is, I think, that you publish their report. I hope you will give favourable consideration to that, because I think the report will be of great value to other small communities all across the province—and that is where the reward for the \$2,000 would come in.

The same people, Mr. Minister, appeared before you when the policy minister met at Smiths Falls. They made a number of comments in the way of mild criticism, and constructive suggestions of what you might be doing in this area.

**Mr. R. F. Nixon** (Leader of the Opposition): Oh, that is enough!

**Mr. Handleman:** One of the suggestions I did make, of course, was something along the line I just mentioned—small grants to municipalities might yield meaningful results. Sometimes the government tries to find a complicated solution to a very simple problem. But they did suggest a data bank for recycling and current waste management practices. I am wondering whether your officials have taken any of those suggestions—take that one first—under consideration and made any progress with them?

**Hon. Mr. Auld:** We have collected a good deal of data on various processes here and there. I think I will ask Mr. Williamson just what sort of shape it is in. One of the basic purposes of the waste management branch has been to collect data, as I said a few minutes ago, from other projects so that we don't attempt to do exactly the same things as other people are doing. This is presently

available to municipalities, and I guess to groups.

**Mr. Williamson:** Yes, sir, very definitely!

**Hon. Mr. Auld:** If they want to come and get it.

**Mr. Handleman:** Is there a retrieval process? Because the data bank isn't much good unless some kind of quick retrieval of relevant information is possible.

**Hon. Mr. Auld:** I don't think we are totally computerized. I think it is sufficient that we have copies of reports from various projects here and in Europe—some quite current ones, some going back over the years.

We have a good deal of interpretive experience in our own staff. They have both met with the people who have been involved with these projects and also have visited them and asked questions and seen for themselves. It is a pretty dynamic field. There are a lot of things that work.

As I keep saying—and I hate to keep hammering about this—there are lots of things that will work in one place, or there are a number of things that will work in a number of places, but they won't work in every place. That is the biggest trick in this business. Fortunately, everybody is very enthusiastic and concerned, which is quite a change from, say even four or five years ago. But it takes a good deal of analysis and study to see what the pitfalls are and what the possibilities are.

I guess the greatest problem we have at the moment is to try and keep the enthusiasm going and yet not encourage something that has a very small chance of success. The Kanata group are, I think, a pretty good group and a pretty level-headed group.

**Mr. Handleman:** Well, I think they are a good group mostly because the attitudes of the community helped them. I don't think you can force those attitudes in another community where they just don't exist. One of the things they put to you at Smiths Falls was this question of having on your staff people who are aware of the attitudinal requirements for a successful programme, not simply the physical and financial requirements. You can put up a plant anywhere, and it won't work without the co-operation of the community.

They did suggest that you have people on a floating basis—they call them consultants, which may not be the best term for them—but people who could go out

into the province where there has been some interest expressed and point out to them what is being done in other areas and how those areas either resemble or differ from the particular community they are going into. Do you have people on staff that provide expertise to local municipalities?

**Hon. Mr. Auld:** We never have enough. I think the great thing about the Kanata group is that they did not try to start at the top or the millennium. They started off with a fairly simple approach.

I think the results of a project in part of Burlington a couple of years ago indicated that there is all kind of purported enthusiasm at the beginning, but if you make it too complicated, and if you make it too much of a change for a lot of people, and if you ask people to separate their garbage into five lots, they may do it for a couple of weeks—but pretty soon the kitchen gets cluttered up with five garbage cans and the enthusiasm wanes.

In fact, it is a long, slow educational process; and I think the Burlington study was very important for that experience. We are going to be doing a couple more this year, one in Brampton and one in Lindsay, which are going to take slightly different approaches.

The Brampton one is going to be a separation test, but at the same time collection of paper; and we think that may well work. It is going to be done with students this summer to see how it works and how long it takes people to remember to put it out in two piles, even though it is the same day. The Lindsay one is a little more separation but a slightly different approach.

**Mr. Williamson:** No, it's the same! Newsprint, but the approach there is that anyone who has newsprint merely phones the number and we go along and collect it.

**Hon. Mr. Auld:** That's right, dial-a-truck!

**Mr. Williamson:** Right!

**Mr. Handleman:** Where does this expenditure appear in the vote or item? Last year you had a little over \$1 million for services. Is that where it is?

**Hon. Mr. Auld:** That is miscellaneous.

**Mr. Williamson:** No, it's experimental.

**Hon. Mr. Auld:** Oh, the recycling project, yes. It comes under the services end.

**Mr. Handleman:** It's in services?

**Hon. Mr. Auld:** The part I read to you a few minutes ago is the breakdown of that \$1,021,000.

**Mr. Handleman:** That's all I had, Madam Chairman.

**Madam Chairman:** Right.

**Mr. T. A. Wardle (Beaches-Woodbine):** Madam Chairman, may I ask a question on the same topic? I would ask the minister what success there has been by any group operating in Ontario separating garbage into the various coloured garbage bags—yellow, white, green, or whatever?

**Mr. Williamson:** I've got information. But pending the up-to-date results of the Kanata project, people would have been much better to buy returnable bottles instead of non-returnables; the former have recycled much more readily. The results of the studies I've seen so far, and there haven't been too many, but the amount of material recycled was comparatively small.

**Hon. Mr. Auld:** I don't think you're both on the same net.

**Mr. Wardle:** Let me put it another way.

**Hon. Mr. Auld:** I haven't heard of this, I must say. Where was there a separation programme with different coloured garbage bags?

**Mr. R. F. Nixon:** It's called the George Ben programme.

**Mr. Wardle:** I've heard the matter discussed.

**Hon. Mr. Auld:** I guess we would have to have heard of it.

**Mr. Wardle:** It has been discussed at Toronto council. In fact, I brought it up some three years ago in the public works committee as an idea that may be thought of. If the housewife puts all bottles in, say, a yellow bag, all cans in a green bag and all other types of garbage in—

**Mr. Deans:** You'd have a kitchen filled with garbage bags.

**Mr. Wardle:** That's the problem, but here's a separation right at the source.

**Hon. Mr. Auld:** That was basically the Burlington project, but not with different coloured bags.

**Mr. Wardle:** You can scoff at the idea, but a lot of ideas have come forward that are probably more nonsensical than that.

Is it not true that the average housewife and the average person who puts garbage out doesn't care less what happens to it? It's someone else's responsibility. All they care about is that a person comes along and takes the garbage, and that's it.

How many people are really concerned enough to do what I'm suggesting, make separation right in the kitchen?

**Hon. Mr. Auld:** Well, in Burlington it started off with roughly a population of 4,000?

**Mr. Williamson:** Yes, 4,000 to 5,000.

**Hon. Mr. Auld:** I think 90 per cent of the people were said to have indicated they wanted to do it. After the first month, about 75 per cent were doing it and at the sixth month about 30 per cent were doing it.

**Mr. Williamson:** Even less than that if you're talking about doing all the separations of the different coloured glass, the metals and the ceramics.

**Hon. Mr. Auld:** How many apartment buildings were there in the Burlington area?

**Mr. Williamson:** How many what?

**Hon. Mr. Auld:** How many apartment buildings were there in that area?

**Mr. Williamson:** About six, I think.

**Hon. Mr. Auld:** There is a real problem in apartment buildings where there's only one chute.

**Madam Chairman:** I am sorry—

**Mr. H. C. Parrott (Oxford):** Can I not ask one question on that?

**Mr. Wardle:** I thought we had decided, Madam Chairman, when the subject came up that anyone could ask questions on that particular subject.

**Madam Chairman:** My next speaker is Mr. Burr, and I do have quite a few speakers. Would you like to speak generally?

**Mr. Parrott:** I just want one question only. What was the incentive to the Burlington people to continue on that programme? There

is a cost that is pretty well hidden in their municipal taxes. Did they have any incentive to continue on the programme?

**Hon. Mr. Auld:** There was no financial incentive.

**Mr. Parrott:** Would that, in your opinion, not have changed it, had there been an incentive directly to them?

**Mr. B. Newman:** The supplying of burners!

**Hon. Mr. Auld:** I don't know, because there wasn't. I would say that to try to work out the administration of an incentive would put the thing right out of the window as far as cost is concerned.

**Mr. Parrott:** I can't figure any incentive that we would ever have, other than financial, in this regard. Has that approach ever been taken?

**Hon. Mr. Auld:** It's pretty well basic to any recycling operation, that instead of just paying to get rid of it you pay to get it to a certain place and then the municipality—

**Mr. Parrott:** Agreed, but that's so indirect, isn't it?

**Hon. Mr. Auld:** Or rather people get paid for the reuse of the products that are separated.

**Mr. Parrott:** Have you ever attempted to reward those that separated the garbage right at the beginning?

**Mr. Williamson:** No, sir, we haven't done that. We hope in the Brampton study all the money that's received will go to local charities, so that may offer some incentive.

**Mr. Parrott:** Have you considered that possibility? It's the only carrot that I see that ever works.

**Mr. Williamson:** We thought of it. We haven't actually carried out a project in using it as yet.

**Mr. Parrott:** Would you be receptive to such a project, Mr. Minister?

**Hon. Mr. Auld:** Could you tell me how we could ever do the accounting to pay people so much a bottle for what they put in a bag and somebody had to count?

**Mr. Parrott:** Oh, no; I'm talking about to the municipality.



**Hon. Mr. Auld:** The incentive is built in, because it's going to cost the municipality less money to deal with it.

**Mr. Parrott:** That's an educational programme that would take a lot of effort, I know; maybe it's not worth it!

**Hon. Mr. Auld:** It is taking a lot of effort because there is not wild enthusiasm.

**Mr. J. A. Taylor (Prince Edward-Lennox):** On a point of order, Madam Chairman, where does the dentist from Oxford get the pull?

Interjections by hon. members.

**Mr. B. Newman:** Caesar got stabbed for better ones!

**Mr. Parrott:** Anybody should know that you don't probe until you get the needle in it.

**An hon. member:** It came from Oxford; that's the source.

**Madam Chairman:** Right; Mr. Burr!

**Mr. Burr:** Madam Chairman, do you mind reading out the list of names so that we have an idea how many people want to speak?

**Madam Chairman:** I have four ahead at the moment, besides yourself. I have four waiting besides yourself.

**Mr. Burr:** And who are they? Would you read the names, please?

**Madam Chairman:** Why?

**Mr. E. W. Martel (Sudbury East):** Talk about a comedy hour!

Interjections by hon. members.

**Mr. Burr:** I'll cut down on what I want to say if there others waiting.

**Madam Chairman:** I have waiting, after you, Mr. Taylor, Mr. Havrot, Mr. Deans and Mr. Gisborn.

**Mr. Burr:** Thank you; and the answer to Mr. Taylor's question was that Mr. Parrott is in on a supplementary question.

Interjections by hon. members.

**Hon. Mr. Auld:** I'm listening!

**Mr. Burr:** Is this task force making a study, or has the ministry made a study, in which you would estimate the comparative cost of, say, one million beer bottles that are returnable and one million that are non-returnable;

and then of the aluminum cans that are to be discarded as non-returnable and of aluminum cans that are returnable and recyclable because there has been a high refund attached to them?

**Hon. Mr. Auld:** That's one of the things the solid waste task force is supposed to be pursuing. There have been a number of submissions as to what these costs are. They vary a great deal depending on the point of view of the person or the company that puts them forward.

**Mr. Burr:** But the task force is going to study this?

**Hon. Mr. Auld:** One of the reasons the task force is taking a little time, with that in mind, is that the working group represents all those varied interests, and they are quite diverse. Instead of having a committee that listens to submissions, none of which gibe and then you ask them all back, all the interests are there first-hand and they can argue with each other as to what the economics are as between returnable containers, non-returnable containers; and in the non-returnable field, the glass bit, the metal bit, the plastic bit; and that sort of thing.

It's not an easy thing to figure out, because you start getting into energy costs and collection costs and the number of jobs involved and whether the materials are reusable in theory or in practice. That's why, as I say, we set up the task force and the working group in it.

**Mr. Burr:** And then there's the ecological value.

**Hon. Mr. Auld:** That is kind of hard to—

**Mr. Burr:** You can't put a dollar incentive value on it.

**Hon. Mr. Auld:** —put a dollar figure on!

**Mr. Burr:** The only other question I have at this point, Madam Chairman, is I would like to ask the minister how is the Oldcastle project coming along—Pierre Phillippe?

**Hon. Mr. Auld:** Oh, quite well, although the last report I had from our lab indicates there needs to be some further research on trace metals and stuff like that. The real question at the moment is who is going to pay for it.

I would say that this process is very successful, but there are certain questions or possibilities that need to be looked at pretty carefully as far as the food chain is concern-

ed before we would be prepared to say this process is fine for using the compost in growing any kind of food.

**Mr. Burr:** Do you mean metals such as cadmium or lead?

**Hon. Mr. Auld:** Yes, because it gets into the sewage system, then it winds up in the sludge and then in the compost.

**Mr. Burr:** Have you tested Milorganite?

**Hon. Mr. Auld:** Well, Milorganite, of course, is a different process; it's an unnatural process lasting one or two days. I believe the sludge is heated to something like 1,200 deg. which destroys a great many things—some of them possibly bad, some of them good.

**Mr. Burr:** But it wouldn't destroy the toxic metals.

**Hon. Mr. Auld:** Well, I can't say that we have ever tested Milorganite.

**Mr. Burr:** Would you do that? It seems to me that it's a comparable product, and the objections you have just raised toward his product might apply equally to Milorganite.

**Hon. Mr. Auld:** Mr. Voegel, would it cause us any great problem to do the same sort of tests on Milorganite as we have been doing on Phillippe's sludge from Windsor?

**Mr. F. A. Voegel** (Executive Director, Laboratory and Research Division): No sir, we could do that.

**Hon. Mr. Auld:** And it won't cost too much?

**Mr. Voegel:** It depends on how many analyses are desired.

**Madam Chairman:** Could we have him speak into a microphone?

**Mr. Burr:** Thank you, Madam Chairman, that's all.

**Hon. Mr. Auld:** In essence, Mr. Voegel said we will do the same tests on Milorganite that we have been doing on Mr. Phillippe's compost.

**Mr. Burr:** For metals?

**Hon. Mr. Auld:** For metals, yes.

**Madam Chairman:** Is that all for you, Mr. Burr?

**Mr. Burr:** Thank you.

**Madam Chairman:** Mr. Taylor.

**Mr. Taylor:** Is there any method for garbage disposal other than burning or burying in Ontario?

**Hon. Mr. Auld:** Yes, there is one in Hamilton—

**Mr. Martel:** You throw it in the lake.

**Hon. Mr. Auld:**—where it is burned to produce steam; and there is some separation, hopefully, to produce—and I think it will—reusable ferrous metal.

**Mr. Taylor:** This is functional?

**Hon. Mr. Auld:** And then the ash may be used for bricks or cement or something.

**Mr. Taylor:** This is functioning now, is it, Mr. Minister? Is it an integral part of the garbage disposal problem?

**Hon. Mr. Auld:** The plant is producing steam, 60 per cent of which is used to run the plant. They have not yet found a market for the other 40 per cent, but they believe they will, and the location indicates that they have a good chance of doing this.

The metal separation is a problem, because while they are separating the ferrous metal there is so much stuff stuck to it they are burying the metal once they have separated it. I think they will work the bugs, and the paper and plastic out of it.

**Mr. Taylor:** You read a part of a press release earlier which indicated that consultants would be invited to plan a pilot plant of some type. Is that correct?

**Hon. Mr. Auld:** What the plant will be is basically a collection point, probably a grinding process, and we are going to locate it where there is a landfill—we are not sure where it will be—so that we can get a supply of material on which to experiment, but if our machinery isn't working it still can be dealt with. Then we will add various processes to see whether they will work in volume.

Perhaps Mr. Williamson, whose child this is in a way and who is very enthusiastic about it, can give you a little more information.

**Mr. Williamson:** Well, the basic plant we hope to start off with, depending on what the consultant comes up with, will probably incorporate grinding, air classification to separate the paper and plastic, possibly some wet separation for glass or some of the

other materials; and it will also incorporate composting for the organic materials.

**Mr. Taylor:** Have you a design for this plant or are you requesting designs?

**Mr. Williamson:** We are requesting a design, sir, based on terms of reference which we have developed, which set out the objectives we are trying to achieve with the plant.

**Mr. Taylor:** Is the process defined in those terms of reference?

**Mr. Williamson:** No, not the process. The basic requirements of a process are, but we will be open to suggestions on the particular type of process which is incorporated.

**Mr. Taylor:** And how will the call for tenders be undertaken?

**Hon. Mr. Auld:** The Daily Commercial News and all the dailies in the province.

**Mr. Taylor:** And you will be sending out your general terms of reference with that call, I presume?

**Mr. Williamson:** No, not quite, sir; we will be sending out a kind of a sheet setting out the areas of experience which we would require from the person who is going to design this; then we will examine the results as they come in and select the best qualified people.

**Mr. Taylor:** I presume you have been doing a lot of work, Mr. Minister, over quite a number of years, in reviewing the work of others, both on this continent I suppose and on other continents. Is it as a result of those investigations and studies that you have determined the general terms of reference for this call?

**Hon. Mr. Auld:** Yes.

**Mr. Williamson:** Yes, sir.

**Mr. Taylor:** So that of all your studies this is the best you have come up with so far?

**Hon. Mr. Auld:** Of all the material we we have looked at and all the operations we have seen, this appears to be the approach we should take at this point in time.

**Mr. Taylor:** Is your ministry prepared to entertain other approaches on the basis of private plants in other municipalities in Ontario?

**Hon. Mr. Auld:** We have got a couple of other things going at the moment. We have two major ones; one is with one of the cement companies using garbage, either raw or partly separated, as a fuel.

**Mr. Taylor:** Where would that be, Mr. Minister?

**Mr. Williamson:** We are negotiating with the various companies at the moment, sir.

**Hon. Mr. Auld:** We can't really tell you because—

**Mr. Taylor:** Would you be using the facilities of one of the plants that is closing out and relocating?

**Hon. Mr. Auld:** Possibly, but there are three cement companies, I believe, and they are all interested; it depends on where we feel we can make the best—

**Mr. Taylor:** Would these be operating plants, producing cement, which you would be using? Or would they be plants which are obsolete in connection with the manufacture of cement?

**Hon. Mr. Auld:** That I can't tell you. It seems to me we had one proposal from one of the companies with a plant it was proposing to close down, which said it would be delighted to sell us the kiln and instead of making cement in it, we could burn garbage. That one doesn't really attract me very much.

**Mr. Taylor:** Did you entertain any suggestion such as that from the Point Anne plant?

**Hon. Mr. Auld:** I think that what we are interested in is an operating kiln which, with some relatively inexpensive conversion, will use garbage instead of coal, or part garbage and part coal.

**Mr. Taylor:** I was wondering if you had entertained any such process that would involve the plant at Point Anne which is being phased out and relocated.

**Hon. Mr. Auld:** I think we've had—no, I guess we haven't had any proposal about that one.

**Mr. Taylor:** Insofar as the pilot project that was supposed to have been undertaken at Queen's University was concerned, was there any commitment on the part of the government in connection with the funding of that proposal?



**Hon. Mr. Auld:** Yes, there was. We said that while we had some reservations about it, we would put up a relatively small part of the cost for the research aspect of it—because not a great deal of it was new—and, possibly in conjunction with the government of Canada, put up the capital for the rest.

It was really to be a city of Kingston operation. We said we would do this providing the city of Kingston would buy it back at the end of the shakedown period, which might have been a year or a year and a half.

There was a great disagreement on the part of the proposers and our staff on what the operating costs were going to be. We said we were not really involved in that argument, but if they could convince the city of Kingston that it could take it over and make its own studies on what the costs would be, we were prepared to go ahead. The city, in its wisdom, decided it wouldn't. Primarily, I think, because it was still going to have to get a new landfill site, because if the thing broke down the city had to have somewhere to put the garbage.

**Mr. Taylor:** So the responsibility lies with the city of Kingston for not proceeding with that?

**Hon. Mr. Auld:** I suppose the final responsibility does. I don't think it would be proper for the province to subsidize any one community dealing with its garbage disposal problem with a programme that wasn't available to every other municipality.

**Mr. Taylor:** Is there any procedure whereby a municipality or a collection of municipalities will be afforded grants of a substantial enough nature to undertake one of the newer methods of recycling garbage? By that I'm not suggesting the government be committed on an ongoing basis insofar as the operation of the plant is concerned.

**Hon. Mr. Auld:** The answer, specifically, is no; and yet it is partly yes because with the programme on a project that I mentioned a few minutes ago we hope we may have some municipal participation.

I don't think we will be saying to any municipality, or to all the municipalities in the province: "Come on in and we will try a project with you; and we'll try another project with you." We think there are some basic things to be established first in terms of what kind of processes will work. Then you start looking at where it is and what the economics are of separation and sale of materials for reuse.

**Mr. Taylor:** Thank you.

**Madam Chairman:** My next speaker is Mr. Deans. No, I am sorry, Mr. Havrot is next.

**Mr. Deans:** Oh, for heaven's sake! I feel absolutely crushed.

**Mr. E. M. Havrot (Timiskaming):** Go ahead!

**Madam Chairman:** Did you not wish to speak?

**Mr. Havrot:** No.

**Madam Chairman:** All right.

**Mr. Deans:** Are you sure?

**Madam Chairman:** Then Mr. Deans.

**Mr. Deans:** That's awfully nice of you. Thanks very much.

**Mr. Havrot:** Make it short.

**Mr. Deans:** I am going to make it short. Why are you encouraging Metro to dump its garbage in Hope township?

**Hon. Mr. Auld:** We are not encouraging Metro to dump its garbage anywhere.

**Mr. Deans:** Why are you not involving yourself to a greater extent in making sure that people don't take garbage from one community, which hasn't been able or has been unwilling to take care of its own garbage, and interceding on behalf of the communities in the province—I'm talking about Hope township in particular but there are others—and interceding on behalf of the communities which are going to have to put up with the dumping of the garbage in their backyards?

**Hon. Mr. Auld:** If there is no location in community "A" that meets our standards for disposal in landfill—and there will be landfill for a long time because there isn't a recycling programme anywhere that doesn't have something left over, whether it is five per cent or 80 per cent—then it obviously has to go someplace.

Our interest is to ensure, first of all, that wherever it goes, it does not contaminate anything. We are very well aware that nobody wants garbage, whether it is their own or anybody else's, but particularly anybody else's; and yet we are still producing garbage at the rate of five lbs per person per day and it keeps going up.

**Mr. Deans:** I think you can begin by understanding—and I am sure you do under-

stand—that the statement you make that nobody likes garbage, particularly somebody else's, is absolutely accurate. The government has to ensure that other people don't have to put up with the garbage of major metropolitan areas that were allowed to grow because of a lack of planning, that have been allowed to develop in such a way as to not make allowances for the disposal of solid waste.

**Mr. Haggerty:** If there's anything we don't want decentralized, it's garbage.

**Hon. Mr. Auld:** Tell me, if you were in my position, what would you do?

**Mr. Deans:** If I were in your position, what would I do? Well, now, that is an interesting question and I will answer it in a moment. But let me just say to you, you set up regional governments as a policy of the government in order that those regions could be reasonably self-sufficient. That includes taking care of their own garbage. When you have communities which are permitted to grow and where there is no conscious effort by the government to try to inhibit the sprawl and development within that community, then you have an obligation as a government to work with them and perhaps in their stead, where they are unable to do it on their own, to develop alternative methods of disposing of solid waste.

You said earlier, in answer to a question from one of the other members, that you are not in a position to assist particular communities. In the case of Metropolitan Toronto, and I suspect in the case of a number of major metropolitan areas, the problem they are going to face will require direct government action to fund the kinds of solid waste reduction and handling and treatment plants that will have to be brought about if we are not going to despoil the entire area surrounding those communities with garbage.

The thing that bothers me and the reason I raise this with you is, I went in the direction of Hope township the other day and happened to meet some people who had been involved in this, and it just strikes me as an unpardonable sin to even begin a process which will have CP building, or having them purchase, cars for the purpose of moving Metropolitan Toronto's garbage out into other areas.

I don't care what it is going to cost you in terms of moving it along, the one thing that will get the kind of waste treatment plants under way, that Mr. Williamson spoke

about, is for the government to simply say: "Look, we're going to build this, let's get on with it." And if it takes two or three or four, then so be it, that's what it takes.

**Hon. Mr. Auld:** You mean we should pay for the cost of looking after Metro's garbage?

**Mr. Deans:** It may be necessary to charge it back to Metro in some way; it may be necessary to pay for it rather than pay for the ultimate cost of trying to reclaim the areas that are having the dumping done in them. I'm not suggesting that it need be assumed in total.

**Hon. Mr. Auld:** Well, then, let's go back to my original question. If you were in my position, what would you do?

**Mr. Deans:** I think if I were in your position, I would begin the process now—I would have done it before, this is the whole problem—but I would certainly now begin: (1) the process of allocating the funds necessary so that Metropolitan Toronto can take care of its own garbage; (2) another process that would stop the Topsy growth of Metropolitan Toronto so that the garbage doesn't continue to pile up at the rate it has been growing over the last 10 years.

**Hon. Mr. Auld:** If it isn't in one place it will pile up some place else, wherever the people are.

**Mr. Deans:** No it doesn't, because it is entirely possible for smaller communities to handle it on a regional basis. When you were asked by one of the members what should happen in regard to communities which may want to come together to develop some form of solid waste disposal, the answer was obvious—that as they become regionalized they will handle that at the upper tier, if it is two-tier, and as they become regionalized they will then provide the service for all of the communities within their area, and that cost will be spread out.

**Hon. Mr. Auld:** Metropolitan Toronto is now regionalized.

**Mr. Deans:** Right, of course, it is regionalized. The problem has been that the government hasn't been nearly far-sighted enough in its attitude towards the handling of solid waste. It was 1966 or 1967 that the report came out, was it?

**Mrs. M. Campbell (St. George):** In 1967.

**Mr. Deans:** The report stated quite clearly that landfill was going to be the answer. Landfill, obviously, isn't the answer. If you are going to pursue that—

**Hon. Mr. Auld:** What report was that?

**Mr. Deans:** Pardon?

**Hon. Mr. Auld:** Who produced that report?

**Mr. Deans:** The MacLaren report.

**Hon. Mr. Auld:** Oh, for Metro?

**Mr. Deans:** For Metro. It said that landfill was to be the answer. Quite obviously, anyone looking ahead would have seen that couldn't be the answer, because there weren't sufficient areas for landfill to be undertaken. It doesn't make good planning sense from my point of view; maybe from yours it does. From my point of view it doesn't make good planning sense to take what you can't get rid of one place to somebody else's backyard to dump it. It is just like me saying that I live in one house and I've got no more room there; so I'm going to put my stuff in somebody else's house. You just can't do that.

**Hon. Mr. Auld:** I disagree with you. In the time frame that is involved, fortunately, and I've said this often—

**Mr. Wardle:** Share your garbage.

**Hon. Mr. Auld:** —people are now aware of this problem. They hadn't been for years, and nobody ever cared about it. All of a sudden, like a lot of other things, it became a problem in Metro.

It has been a problem in a lot of other communities for four or five years, but nobody really paid any attention to it because it didn't catch the public eye. I think we are fortunate; and I think that Environment will be able to do more at the moment about the long-term solution more rapidly because of the crisis—and that is what it is—that Metro faces. I don't know what the solution is going to be, but I know there is far more interest than there used to be in doing something other than dumping it in a hole. And it's a good thing.

**Mr. Deans:** Yes, well there is not only far more interest, but the one way you will stimulate the development of the kind of programmes that are being discussed is to say it has to be done. There is one thing for sure, if you say we'll go along at a pace that happens to be compatible with the way

development takes place, it will take twice as long for it to develop.

**Hon. Mr. Auld:** I don't disagree with you at all.

**Mr. Deans:** You could say it must be done and you have got a period of time in which to do it. You are talking about a 15-year dumping programme out in the Hope township area, and 15 years is a long, long time.

**Hon. Mr. Auld:** You are now assuming that site will be approved.

**Mr. Deans:** I am going to ask you about that, because I understand that CP has said—

**Hon. Mr. Auld:** If we get finished tonight, Metro works committee will be asking me about that tomorrow afternoon at 3 o'clock.

**Mr. Deans:** Well, you won't get finished; so you needn't worry about it.

**Hon. Mr. Auld:** Then they will just have to wait.

**Mr. Deans:** That's right. Listen, the longer they wait the better.

The problem really is this—

**Hon. Mr. Auld:** No, that is not what you said. Now you're contradicting yourself.

**Mr. Deans:** The longer they wait for permission to dump the garbage in Hope township the better. The question really is that CP has said it has 100 other sites, or at least has intimated it has 100 other sites. Where are these hundred other sites and what possible difference can it make whether it be Hope township or whether it be in some other part of southern Ontario?

**Hon. Mr. Auld:** Wherever it is, they won't like it there.

**Mr. Deans:** That's right; they won't like it there. So there is no point in beginning that kind of a process.

Once you have started it is a never-ending process, because communities will not be able to afford to build the kinds of developments that have to be built in order to meet the garbage problem. They won't be able to financially. And this is the only level of government—together with the federal government—these are the only levels of government that have access to the kind of funding that is required. There is no point in saying the community has got to do it itself, because you and I both know that the taxing sources of the communities are not sufficiently



progressive to allow them to engage in the development that has to take place.

**Hon. Mr. Auld:** I think Metro has access to the kind of capital funds that would be involved in whatever process they finally wind up with. I don't think, and that is what I said earlier, that a lot of small townships would have access to the kind of funding they would require to meet our standards for individual operation. We need area schemes, similar to those we have quite successfully established in the water and sewage field.

**Mr. Wardle:** Madam Chairman, would Mr. Deans permit me to ask a question on the subject he raised?

**Mr. Deans:** Well, I am not finished and you can ask it any time. I would like to just—

**Mr. Wardle:** I'd like to ask it now.

**Mr. Deans:** —pursue a number of points because I am staying on this same topic.

**Mr. Wardle:** But it's on this particular topic.

**Mr. Deans:** Yes, I am staying on this topic and when I finish—

**Mr. Wardle:** It's about landfill?

**Mr. Deans:** Yes, about landfill.

**Mr. Wardle:** All right.

**Mr. Deans:** It's about this particular problem and I want to clear it up. I want to ask you, who is Mr. Noonan? Is he here? Mr. Noonan? I understand he is a hydrologist who is a consultant with the Ministry of the Environment.

**Mr. Williamson:** Yes, he is a consultant hydrologist. He has worked for us.

**Mr. Deans:** Is he presently employed by you in any capacity or is he working for you in any capacity?

**Hon. Mr. Auld:** Is he doing anything for us now?

**Mr. Williamson:** I don't think he is doing any consulting work for us now, sir.

**Mr. Deans:** The reason I ask is that I understand he is also an adviser to CP.

**Hon. Mr. Auld:** He is also, as I recall from a meeting with the Hope township council, one of their consultants.

**Mr. D. S. Caverly** (Assistant Deputy Minister, Water Management): He's a private consultant.

**Mr. Deans:** Yes, I mean, if he is advising you and advising CP, quite obviously he should be advising both on the same—

**Hon. Mr. Auld:** He doesn't advise us. He does studies for us and produces—

**Mr. Deans:** He does studies for you? Did he do any study in regard to the advisability of the movement of garbage by some means of conveyance out of the Metropolitan Toronto area?

**Hon. Mr. Auld:** No, he is a hydrologist. He looks at the ground and sees—

**Mr. Deans:** I understand, but was he involved in any way in looking at alternative sites?

**Hon. Mr. Auld:** Not for us.

**Mr. Deans:** Not for you.

**Hon. Mr. Auld:** As far as CP is concerned he has done some consulting work in the water table field.

**Mr. Deans:** Okay!

**Hon. Mr. Auld:** And on some other sites when they have been presented to us.

**Mr. Williamson:** Correct!

**Mr. Deans:** Do you know anything about the 100 or whatever other number of sites it is which CP has already considered or is considering?

**Hon. Mr. Auld:** No, but I believe that CP has inquired, I guess of both us and Natural Resources, about whatever ground water charts are available for certain areas. Mr. Williamson, you are the one who is directly involved.

**Mr. Williamson:** Yes. The water resources branch has this information available and it's freely available, of course, to anyone. It was made available to CP, certainly.

**Mr. Deans:** What would be your opinion of setting up a 15-year life duration garbage dump in a township in order to meet the needs or demands of a metropolitan area like Toronto? Do you feel that that is a desirable thing?

**Hon. Mr. Auld:** My own feeling is that we want to encourage municipalities to look at

ways other than total burying of their garbage.

**Mr. Deans:** Do you feel that it would make sense to engage in that size of an operation in one township to meet Metro's needs?

**Hon. Mr. Auld:** I can't answer that question because I don't know enough about it technically, but I would say that Metro is going to require landfill sites for some proportion of its garbage for quite a while. Now whether it will be possible in the next 15 years to reclaim or reuse 10 per cent or 30 per cent or 50 per cent of the waste, I don't know. I assume Metro will be here for a long time and I would say, from what I know of current technology, that there is going to be something left no matter what you do with the total. It's going to have to be buried somewhere, because even if you burn it you wind up with some ash.

**Mr. Deans:** That's true. Were you made aware of CP's plans prior to its proceedings to the point of optioning the land?

**Hon. Mr. Auld:** No.

**Mr. Deans:** When were you first made aware of the plans?

**Hon. Mr. Auld:** I guess when I read in the paper that Metro was negotiating with CP for a rail haul to some site somewhere.

**Mr. Deans:** Have you met with CP and with Metro to discuss the matter?

**Hon. Mr. Auld:** Yes, I met with CP, finally, after it got into the big row about the first site. I suggested at the time that: (a) it should not have taken the secretive approach; and (b) that if, in fact, it was going to be successful in getting a contract with Metro, I felt it should be looking at other than just burying it, and that we would be interested in their contribution in the sort of project I mentioned we are going ahead with this year. I suggested if in fact they did get the contract with Metro and they did get a site some place, we would be interested in talking with them on reserving a portion of that land for putting this kind of a plant on it, because it would have the advantage of a supply when we needed it and a place to put it when we couldn't do anything with it.

**Mr. Deans:** And what was the result of that discussion?

**Hon. Mr. Auld:** They had another press conference and said they had abandoned that

site and they were looking at another one; and they were also thinking about getting involved in some sort of study about reuse.

**Mr. Deans:** Have you never discussed with them just how many sites they are prepared to abandon and how many more they have? Are you just waiting?

**Hon. Mr. Auld:** No, because I am the appeal board, or at least I am the appeal from the recommendation of the hearing board to the director on a site. I refused to discuss it with the Hope township people.

**Mr. Deans:** Why would you refuse to discuss it, since you are in charge of the environment?

**Hon. Mr. Auld:** Because I am the appeal.

**Mr. Deans:** I agree you are the appeal, but doesn't it make more sense to set down a policy than to go through the appeal procedures?

**Hon. Mr. Auld:** Not the way the legislation reads.

**Mr. Deans:** I understand how the legislation reads. I'm concerned that you will go from appeal to appeal, from site to site, as they stagger around the province trying to find a place. Now you know CP aren't doing this out of the goodness of their heart.

**Hon. Mr. Auld:** That may happen.

Of course not; they want to make a buck!

**Mr. Deans:** That's right! Their concern isn't so much about finding a suitable spot for Metro's garbage as it is to try to provide themselves with another source of revenue. I think that it would be much better if we were to spend that money in the development of the kinds of plants that are being discussed.

**Hon. Mr. Auld:** What money?

**Mr. Deans:** Pardon?

**Hon. Mr. Auld:** Spend what money?

**Mr. Deans:** If we were to spend the kinds of money that CP, on the one hand, is prepared to spend in order to move the garbage; and, secondly, the kinds of money that will be lost because of the landfill that will take place and the land that will no longer be available for public use.

**Hon. Mr. Auld:** I would say that any money CP is prepared to spend is a good

investment, because it expects to make a return on it.

**Mr. Deans:** Well, of course, they expect to make a return on it—at the taxpayers' expense.

**Hon. Mr. Auld:** Of course, but everything is at the taxpayers' expense. If they can do it more cheaply than Metro can do it, then I would assume if I were elected to the council of Metro that is the course I would take.

**Mr. Deans:** The problem is that when you are measuring the cost, you've got to measure the cost over a long term. You can't measure the cost on the initial cost only. Obviously they can take it and dump it more cheaply than they can begin to build solid waste disposal units.

**Hon. Mr. Auld:** Not necessarily.

**Mr. Deans:** This is a claim they make.

**Hon. Mr. Auld:** That is a claim I make.

**Mr. Deans:** You make what claim?

**Hon. Mr. Auld:** I think there can be economic or profitable reuse of some of the material. As I said this afternoon, and as I've said many times, and I really believe it, the success of reclamation or reuse of disused materials is based on economics. I can't think of a council in this province, or in fact in the world, that is so enthusiastic about reuse that it is going to add an extra mill to the mill rate to separate something and subsidize sending it back some place to be reused by somebody else at a profit.

**Mr. Deans:** What do you think Metro would do if you said they could not take their garbage outside Metropolitan Toronto area to dump it?

**Hon. Mr. Auld:** I can't say that. I have no authority to say that.

**Mr. Deans:** Let's assume for a moment that the Legislature is, in fact, capable of passing any laws that it wants.

**Hon. Mr. Auld:** I learned a long time ago not to try to answer hypothetical questions.

**Mr. Deans:** No, it is not a hypothetical question.

**Hon. Mr. Auld:** It is.

**Mr. Deans:** No, it isn't, because you and I both know that the government doesn't require legislation to do that. It's asinine!

**Mr. Handleman:** Sure it is.

**Mr. Deans:** Thank you.

Anyway, supposing you were to make a policy that garbage could not be trucked and dumped in other townships or in other municipalities; what would Metro then have to do?

**Hon. Mr. Auld:** I don't know, but I know I'd create chaos across the province.

**Mr. Deans:** All right, I am just asking you what Metro would have to do in order to meet that policy.

**Mr. Parrott:** That is not the point.

**Mr. Deans:** You made a policy that said there couldn't be any more than a particular level of pollution into the air and people had to then meet that policy.

**Mr. Wardle:** Check with a medical officer of health.

**Mr. Deans:** You have made policies that say that you cannot change the quality of the water, and people have met that or are attempting to meet that policy. I'm asking you, what would happen if you stated a policy on behalf of the government that you couldn't continue in the landfill of other municipalities?

**Hon. Mr. Auld:** I don't know, I guess they would fill in some more of the Don Valley.

**Mr. Deans:** Or they would find alternative ways of coping with the garbage.

**Mr. Handleman:** They could dump it in the lake.

**Mr. Wardle:** Dump it in the lake!

**Hon. Mr. Auld:** Possibly!

**Mr. Deans:** I think the latter is more likely than the former.

**Hon. Mr. Auld:** I just don't think that would work.

**Mr. Deans:** You don't think it would work? Why does it work in the other areas?

**Hon. Mr. Auld:** It hasn't worked in a lot of areas, as a matter of fact.

**Mr. Deans:** Well, why has it—



**Hon. Mr. Auld:** What you are suggesting has never been done.

**Mr. Deans:** The thing is why has it not been done? Why haven't you pushed the development of solid waste disposal?

**Hon. Mr. Auld:** In a short sentence, because I don't think the approach you are suggesting would work.

**Mr. Deans:** What do you think of your own approach? What approach are you taking?

**Hon. Mr. Auld:** I think our approach is pretty good.

**Mr. Deans:** All right, what approach are you taking? You are sitting back and waiting for every appeal. You are simply sitting back and waiting for appeals to come in.

**Hon. Mr. Auld:** Oh, you are talking about a specific site.

**Mr. Deans:** I'm talking about the movement of garbage by rail or by truck from one community to the other for the purpose of landfill. You are simply sitting back and hoping that nobody will appeal and nobody will object to it; and if they don't object to it, so be it.

**Hon. Mr. Auld:** I can assure you I don't live in that kind of a dream world.

**Mr. Deans:** Then what do you do?

**Mr. D. M. Deacon (York Centre):** Why don't you come up with an answer?

**Hon. Mr. Auld:** I will tell you when I have to make a decision.

**Mr. Deans:** You will tell me when you have to make a decision? Right at the moment you have the matter of the decision as to whether or not you are going to allow it to be dumped in Hope township from Metropolitan Toronto. You have the matter of a decision whether or not you are going to allow—

**Hon. Mr. Auld:** Or Timmins!

**Mr. Deans:** —Hamilton to dump its garbage in either Ancaster or Binbrook. You have Timmins—these problems are emerging on a day-to-day basis.

**Hon. Mr. Auld:** What's the township outside Walkerton? Is it Walkerton where we told them to close their dumps? Wherever it is that the village has an improper site and the township around it has a proper site, and

the reeves are brothers and they can't get together.

**Mr. Williamson:** Yes, that was Walkerton.

**Hon. Mr. Auld:** That is one. Belleville has a problem trying to find a place to put its sewage sludge. Belleville—

**Mr. Deans:** Sure they do.

**Hon. Mr. Auld:** —said it couldn't find one.

**Mr. Deans:** I don't doubt but what they are having problems, but you are going to be faced in the next five or six years with a continuous barrage of problems exactly like the one that you are about to face here.

**Hon. Mr. Auld:** There are about 40 or so problems that I've been facing in the past year that I've been in this job.

**Mr. Deacon:** You haven't solved them.

**Mr. Deans:** That is what I am saying. What have you done? What policy have you devised to deal with it?

**Hon. Mr. Auld:** I told you earlier.

**An hon. member:** They're all among good farm land and they can't put the sludge on it.

**Mr. Deans:** No, you haven't told me. You just simply said you sit back and you pass judgement after the hearing.

**Hon. Mr. Auld:** No, no. I said that our programme is area studies, possible area systems, and an active working programme to see what methods of reclamation will work physically. Then you look at what you want to reclaim and see where you can sell it.

**Mr. Deans:** The result of these programmes has been what?

**Hon. Mr. Auld:** A good deal of progress, but no solutions as of today.

**Mr. Deans:** How far away from a solution are you?

**Hon. Mr. Auld:** I really don't know. I think we are a long way from a total solution, but I think we are getting pretty close to some of the original solutions; and I think when we do it we are going to be ahead of most other places on this continent.

**Mr. Deans:** Oh gee, I hope so! That, I think, would be a great thing.

But it just strikes me that you are going to be faced with problems from day to day—it is obvious that people have been dumping

garbage for years and they are beginning to fill in all the little valleys that are used for fill, and they are having difficulty in finding new locations.

Municipalities aren't going to be able to raise the money locally to build the kinds of developments that are being built.

The one in Hamilton is not working the way it should. I think you and I both know that; it is not working as it ought. The separation programme that they have isn't yet functioning the way Sutin expected it would.

**Hon. Mr. Auld:** That is what I said a few minutes ago.

**Mr. Deans:** Yes, I agreed with you a few minutes ago. What I'm trying to find out is, don't you feel if you put more pressure on them they would be able to come up with a programme much more quickly than if you sit back and endorse—or go along with, if you don't endorse—the continuous development of major landfill areas?

**Hon. Mr. Auld:** I think there is a fair amount of pressure on at the moment. We haven't put it on directly, but there is a good deal of pressure because of zoning laws and a whole host of other things—the procedures that are presently in effect.

**Mr. Deans:** When were the specifications that were mentioned earlier ready? Have they been ready for some time, the specifications for the developments you were talking about earlier?

**Hon. Mr. Auld:** They've been ready since a little before the beginning of the fiscal year. The draft idea was ready last fall when we were preparing the budget or else we wouldn't have it in the budget.

**Mr. Deans:** What kind of response are you getting; and from where?

**Hon. Mr. Auld:** We haven't advertised yet. I said this was going out on Friday.

**Mr. Deans:** I would have assumed, though, that you had been speaking to some of the companies likely to be in the field to find out what their reaction is. Surely you're not just going blind on it?

**Hon. Mr. Auld:** We have not been talking—

**Mr. Deans:** You're not telling me that you haven't spoken to them and asked for their opinion?

**Hon. Mr. Auld:** Oh, they've been asking us.

**Mr. Deans:** They've been asking you for what?

**Hon. Mr. Auld:** Whether we were going to be involved in something like this. There is quite an interest in the engineering field in this kind of a project, because it's an obvious problem right across the country.

**Mr. Deans:** Okay, then they've been asking you. How many companies appear to be interested in the development?

**Hon. Mr. Auld:** I can't tell you until after we've advertised and we see how many actually come forward.

**Mr. Deans:** Have any been involved in the preparation of the specs in order that they can tell you whether they are capable?

**Hon. Mr. Auld:** No, the only people who have been involved in the preparation of the specs are our own staff. But our own staff are constantly in contact with—

**Mr. Deans:** They are terms of reference, not specs?

**Mr. Caverly:** The engineer will prepare the specifications.

**Hon. Mr. Auld:** What we are saying is what we want to see achieved and then we want to see what proposals come forward; and that in fact will be what the specs are. Our own staff, which is not immense, is very well aware of what has been done and what is being done in other places, and what seems to have worked and what hasn't worked, and we would like to get the proposals.

**Mr. Deans:** All right.

**Madam Chairman:** Is that all for you, Mr. Deans?

**Mr. Wardle:** You had me down for a question, Madam Chairman, on that point. My point is that Metro over recent years has engaged in landfill in Etobicoke township, building Centennial Park and Marie Curtis Park, and Scarborough has a number of projects which have developed into regional parks. I would ask the minister whether there have been any complaints from anyone in the Metropolitan area over the landfill sites within Metro?

**Hon. Mr. Auld:** Certainly not in my time.

**Mr. Williamson:** I'm sorry, sir. I missed the question.

**Hon. Mr. Auld:** Have there been any complaints about the landfill sites in Metro that are now parks?

**Mr. Williamson:** None to my knowledge.

**Mr. Wardle:** I know there's been a number—

**Hon. Mr. Auld:** I bet there must have been some when they were started.

**Mr. Wardle:** I know there have been a number of compliments on the park system in Scarborough, that has been developed as a regional park on account of the landfill sites that Metro has produced there and in Etobicoke. May I ask the minister when the provincial government gave approval to those landfill sites?

**Hon. Mr. Auld:** We never did, because we've only been in the business for two years.

**Mr. Deans:** It's strictly a municipal matter.

**Mr. Wardle:** But were there not very stringent regulations laid down as to whether it should be done?

**Hon. Mr. Auld:** There were no—

**Mr. Deans:** The only regulations were the number of rats per acre.

**Hon. Mr. Auld:** There were no provincial landfill regulations until two years ago. There were certain requirements on the part of the OWRC, and I guess before that the local MOH.

Interjections by hon. members.

**Hon. Mr. Auld:** Originally the only involvement was the local medical officer of health, and then, prior to our getting into the direct business, I think OWRC was involved where it appeared from the MOH's point of view there might be contamination to a water course, in which case—

**Mr. Caverly:** Ground water!

**Hon. Mr. Auld:** Ground water. Then they would refer it—

**Mr. Caverly:** We'd investigate it to satisfy ourselves there wouldn't be any water pollution as the result of the landfill site.

**Mr. Wardle:** So they have all been approved by responsible people, and you say you've had—

**Hon. Mr. Auld:** No, some of them might have been.

**Mr. Wardle:** Councils are responsible people, medical officers of health, local commissioners of works and all those people who were involved, and so you tell me now, Mr. Minister, that to your knowledge there have been no complaints on the regional parks created by landfill sites. I know, personally, there has been a number of compliments as to what has been done, so it cannot be said then that the landfill sites, as far as Metro is concerned, have been any desecration of the area. Is that true?

**Hon. Mr. Auld:** That is true and there are quite a few more around the province. The problem is that of the 2,200 that we fell heir to around the province, most of them were gullies that people had just been dumping stuff in, and that's what most people think of as a landfill site. And it isn't.

**Mr. Wardle:** Right!

**Hon. Mr. Auld:** There are 600-odd now that are in conformity with our rules. They're being properly operated and there are no complaints.

**Mr. Wardle:** With earth covering each day's dumping?

**Hon. Mr. Auld:** Or whatever, sometimes two days a week or three days a week or whatever it is. For anybody in this province who has travelled a bit, it's not hard to visualize when somebody says we're going to start a landfill next door and you think of what you used to see down the road, you are not very enthusiastic.

**Mr. Wardle:** Right. Now in Metropolitan Toronto, of course, as you know, 90 per cent of the garbage is burned.

**Hon. Mr. Auld:** No—

**Mr. Williamson:** In the city of Toronto—

**Mr. Wardle:** In the city of Toronto a good percentage—

**Mr. Williamson:** —it is 60-40.

**Hon. Mr. Auld:** About 60-40.

**Mr. Wardle:** Is this in Metropolitan Toronto?

**Hon. Mr. Auld:** Yes.

**Mr. Wardle:** How about the city of Toronto itself?

**Hon. Mr. Auld:** What happens in Metro is that the boroughs collect and hand it all over to Metro, and Metro disposes of it.



**Mr. Wardle:** It does at the present time. It appears to me what has been done in the last few years, Madam Chairman, seems to have been a practical way of disposing of garbage. We all look forward, of course, to recycling on a basis that would produce steam and produce power and recycled material; but up to the present time has there not been a practical way of doing it? As you say yourself, for the next two or three years it will probably be the only way until plants which will do a complete recycling job come forward. Is that not the position of your ministry?

**Hon. Mr. Auld:** We stated there is going to be landfill to some degree or other for a long time—in some parts of the province for a very long time—because of distance and volume. When landfill is done properly it creates no problems other than an aesthetic problem for a period of part of a day or perhaps part of a year, but in the long term you get back something worthwhile.

**Mr. Wardle:** Right! Mr. Minister, your—

**Mr. Gisborn:** Madam Chairman, I don't want to appear rude, but I was on the list. Mr. Wardle just wanted to ask a question and I don't want him to be rude either. He must wait his turn.

**Mr. Wardle:** Madam Chairman, we allowed Mr. Martel this afternoon to go ahead with a question on the point we were discussing. I understood that in this committee we could come in with a point which is under discussion. My point, Mr. Gisborn, was under discussion but I have asked my question.

**Madam Chairman:** Thank you, Mr. Wardle.

**Mr. Gisborn:** Yes. You have done very well in helping the minister answer some of the questions he couldn't answer previously.

**Mr. Wardle:** Well, I think that's—it's all right for them, Madam Chairman—we can't pass a law, as Mr. Deans said, to ban garbage. Maybe he would like to do that if he was in power, but that's not a practical suggestion.

Interjections by hon. members.

**Hon. Mr. Auld:** As far as the minister is concerned on this subject—

**Mr. Deans:** I think, even from your rather dense position, you understand that I didn't say that.

**Mr. Wardle:** You said a government could pass a law.

**Mr. Deans:** Not for one moment did I suggest you should ban garbage.

**Mr. Wardle:** You said that if you were in power, the first thing you would do would be to pass a law banning garbage.

**Mr. Deans:** You know something; I have often wondered whether you could hear and now I am convinced you can't.

**Mr. Wardle:** Let's have suggestions which are more practical.

**Madam Chairman:** Thank you very much, Mr. Wardle, Mr. Gisborn.

**Hon. Mr. Auld:** Have you got some help for me?

**Mr. Gisborn:** I might have some help for you, Mr. Minister. You haven't given any help to the committee since I have been here.

From my observations—and I am not an expert in the field—the only observation one can make is that this government, through your ministry, has made very little headway in the past few years on this most serious situation. The waste disposal problem is considered one of the most serious that we are faced with.

The first comment I want to make—and this may end my political comment—looking at the estimates first is that it seems to me the amount of money spent on services—which the notes at the back tell us is for advertisements through professional agencies—is an exorbitant amount in relationship to the other costs. Research is only \$868,000 and it appears, by what progress has been made in this department, that very little of that has been done.

Now the first question is why are we spending \$1,021,000 for films and for advertisements and only \$860,000 on research?

**Hon. Mr. Auld:** I guess you were not here when I gave the breakdown of that \$1,021,000. I will read it again.

**Mr. Gisborn:** I thought I was here since we started.

**Mr. Haggerty:** He wasn't listening!

**Hon. Mr. Auld:** Perhaps I wasn't speaking loudly enough.

Area planning and research, \$200,000; grants to municipalities, \$100,000; antilitter

campaign, \$220,000; abandoned vehicles, \$100,000; reclamation plant, \$200,000; recycling projects, \$80,000; miscellaneous consulting services, \$121,000; loans to municipalities \$500,000. It's actually that amount—\$1,021,000—and the other \$500,000 is for loans.

**Mr. Gisborn:** If that's the case, I should apologize for my comments, but if we read the explanatory notes on standard accounts classification, it says: "Services: Includes charges for information services such as advertising provided by professional agencies, advertising placed directly with the media and services for the production of departmental publications and films." It doesn't include many of those items you mentioned.

**Hon. Mr. Auld:** I think that is at the back of the book. That is the standard accounts classification?

**Mr. Gisborn:** Yes.

**Hon. Mr. Auld:** Those particular items that you mention, if they appear in a ministry's budget, you will find them in the services part of the operation. The services can include a number of other things and they vary from ministry to ministry. There isn't an asterisk or an explanation in the back of the book because the same explanation doesn't apply to every ministry.

**Mr. Gisborn:** Mr. Minister, listening to your comments and answers to questions from other members, there is very little input as to reaching the halfway mark at least in solving the problem. It doesn't seem to me we have reached even the halfway mark. We haven't anything tangible about recycling and reclamation.

**Hon. Mr. Auld:** I think we are a long way from the halfway mark.

**Mr. Gisborn:** Then my original feeling that we are not making progress very fast seems to be valid.

The main thrust of my concern tonight is that in one of your press releases, of March 26, in the speech you made to the Grocery Products Manufacturers of Canada, you said:

The province has a very definite commitment to hold the line on the increase in the amount of garbage. Strong leadership will be taken in this field so that we cut down as much as possible on one-way disposable cartons. That will include cans, bottles and plastic containers. We intend to promote the concept of reusability and

discourage disposability. We will also continue our studies on the practicability of home separation of some waste and the development of uses for materials separated.

Now this statement caused one of the biggest uproars in the Hamilton area that I have ever faced.

**Hon. Mr. Auld:** It caused quite an uproar at that gathering because they are all in the packaging business, but that was the purpose—that is why I made it there.

**Mr. B. Newman:** Did you get out alive?

**Hon. Mr. Auld:** They gave me a good lunch.

**Mr. Gisborn:** I think that might have been the reason it caused an uproar there, but the thing that gets me is why make that statement when you are not even close to a solution? We may have to continue with, say, the production of cans—

**Hon. Mr. Auld:** Because I think that kind of an approach is part of the solution.

**Mr. Deans:** That is what I said before.

**Hon. Mr. Auld:** Then you ought to talk to Mr. Gisborn.

**Mr. Gisborn:** What I want to find out is if the steelworkers, the can workers in American Can and the lithographers who are concerned, and who have had many meetings, are right in their assumption that many of their jobs are going to go down the drain if your solution comes to fruition and we are going to do away with cans.

**Hon. Mr. Auld:** I didn't say that. I didn't say we were going to do away with them. I think, if you reread that, I said we were going to reduce the volume one way or another.

**Mr. Gisborn:** You said that we are going to cut down as much as possible. That can be done; you can just stop the manufacture of cans by legislation, saying you can't put soft drinks or beer in non-returnable cans. This is the idea they have got.

**Hon. Mr. Auld:** Yes. I am meeting with Mr. Meagher and some of the steelworkers, I guess it is, not next week, the week after.

**Mr. Haggerty:** They want to put a ban on cans, don't they?

**Hon. Mr. Auld:** I can't tell them what we are going to do because at this point in time I don't

know. As I said again earlier, I am waiting for a report from the solid waste task force which has heard from all the interests concerned. Now the bottlers will tell you that if the cans keep going wild there are going to be 4,000 or 5,000 people who work in small bottling plants out of work.

**Mr. Gisborn:** I haven't heard that argument and I have talked to lot of them.

**Hon. Mr. Auld:** So you haven't, but I have. That is, as I said, one of the reasons we put representatives from all the various factions together to try to get some answers to the questions that Mr. Burr asked on what are the economic effects of all these things; what are the energy use effects; what are the disposal costs; and that sort of thing.

**Mr. Gisborn:** My opening comments were based on the fact we seem to be in area of the greatest scientific and technological research data. It still seems to me that the progress being made is not sufficient to satisfy the public, particularly those people whose jobs are involved in a programme that means to go one way or the other.

What has been your assessment of the Hamilton waste disposal plant? Have you had lengthy discussions with them and tried to give them the type of engineering data they might need?

**Hon. Mr. Auld:** Yes, I've had discussions with the people who are running it. Mr. Sutin, the consulting engineer, in fact, is coming in with another group of people a week from June 13 with another proposal. He's written to me and outlined it.

As I said, the steam part seems to be working well. So far, they haven't a market for their surplus steam, but they seem to be enthusiastic and optimistic that they'll get it—the city that is. I'm optimistic that they'll get their metal separation thing working. It isn't yet.

The first time I was there they were just at the start up and they had had some problems with the belt feed in relation to the grinders, as I recall. It's typical for a new kind of an operation, that you can design it and think about it for a long time, but there are always some things you don't think about which don't work.

I think they'll get it working. And I think they're now reducing the bulk to 20 per cent. What's the ash?

**Mr. Williamson:** Oh, it's much less than that, sir. It's 10 per cent.

**Hon. Mr. Auld:** About 10 per cent. So Hamilton's present landfill site will last ten times longer.

They have some thoughts of using some or part of the ash in brick-making or cement-making or road-building materials. I think it's a good idea.

I'm not too upset that it doesn't work right off the bat, because I don't think anybody who had some knowledge of the problem figured that it was going to be an overnight success.

**Mr. Gisborn:** Yes. In another of your press releases, on May 28, regarding the Hastings county, Belleville and Trenton situation, you said you are going to do some engineering studies there with regard to reclamation and recycling. Wouldn't it seem reasonable for you to have your department engineers zero in with the Hamilton plant to its fruition?

**Hon. Mr. Auld:** It is a possible solution for that area. I don't think that SWARU would ever work, certainly not in Brockville, because it isn't a big enough place. You've got to have a certain volume.

As far as the ferrous metal thing is concerned, in Hamilton they're right next door to the steel plants, when they get the operation running. They've got a detinning operation — well, sort of — and you go from SWARU to the detinner and then into Dofasco.

**Mr. Gisborn:** Either one!

**Mr. Williamson:** Stelco or Dofasco.

**Hon. Mr. Auld:** They are right there; and that makes great economic sense once they get it working.

**Mr. Gisborn:** But isn't it just a matter of—

**Hon. Mr. Auld:** But that's not going to help Timmins.

**Mr. Gisborn:** —taking the quirks out of that operation? I understand it's engineered properly. It's a matter of finding some of the quirks that are in the mechanical operations to make it work sufficiently enough to do the reclamation job.

**Hon. Mr. Auld:** The engineers specify the equipment. As I have said so many times, it's a pretty new field. The pilot projects may work, but when you get into volume production, there are some things that happen. I'm not an engineer, but some things happen that don't work.



The SWARU project is no different to a hundred other projects around the world which didn't work the first time around. Some of them never work. Some of them were basically sound, but it is a question of matching equipment, getting the operator skilled to run it; a whole host of problems.

**Mr. Gisborn:** Another thing that concerns me is the proposition by Pollution Probe and some others that Stelco and Dofasco and those people who ran those recycling ads in the Spectator and many other papers are likely breaking the advertisement laws. It was your position that concerned me, almost admitting that you thought they also were a little bit beyond the scope of true advertisements.

**Hon. Mr. Auld:** No, what I said was that there were some things I felt they left out, and that I felt that people would read them and if they were interested they would understand that.

**Mr. Gisborn:** But isn't it a fact that if an operation such as the Hamilton plant was in operation, their argument would be pretty sound?

**Hon. Mr. Auld:** Yes, it begged the question of what you do about the cost of \$25 a ton which the public pays to get it from the garbage can to the door of the plant, and then the capital cost of the plant.

**Mr. Deacon:** There is a lot more than that.

**Mr. Gisborn:** How does it get there now?

**Hon. Mr. Auld:** Well, for starters, that was one of them.

**Mr. Gisborn:** But that cost exists at any time.

**Hon. Mr. Auld:** Not if it doesn't get into the garbage can.

**Mr. Gisborn:** You mean a separate pickup type of thing?

**Hon. Mr. Auld:** No, if in fact you have a throw-away container for whatever product of whatever material, if it is something that can be reused effectively, then it gets into the garbage can only when it gets broken after two or 50 or 100 trips.

**Mr. Gisborn:** Is there any place, to the knowledge of your department, where they have a reusable metal container for food?

**Mr. Taylor:** Gasoline cans!

**Hon. Mr. Auld:** Yes, gasoline tanks.

**Mr. Gisborn:** I said foodstuffs.

**Hon. Mr. Auld:** I don't know. I can't think of one. I can think of lots of reusable containers of various kinds: wood, glass, plastic—

**Mr. Wardle:** Varsol cans!

**Hon. Mr. Auld:** But we are talking about food.

**Mr. Gisborn:** But wouldn't it have been better to say that we are going to try to stabilize the use of non-returnable containers, rather than cutting back on the use. You really don't think that any action will be taken that will reduce the employment of people in stabilized producing industries such as tin-making and metal platemaking at Stelco, and can-making at American Can.

**Hon. Mr. Auld:** I don't know, we banned studs in tires and that caused great concern to one of my constituents—who was actually vice-president of the Tory association in Gananoque as a matter of fact. He was pretty unhappy because he had a large investment and was hiring people who were making studs.

**Mr. Gisborn:** You are not saying the two industries are relevant? The studs were something that were made after the decision was made to try them out for safety's sake.

**Hon. Mr. Auld:** Oh no. The studs were made and were legal for a long time, and then they were banned. But you asked me, do I know of any occasion where jobs have been affected by government action, and I gave you that as one. I may say he has expanded since; he has been in some other things.

**Mr. Gisborn:** No, I didn't ask that question. I asked you, did you really feel that a policy should be developed that would cut back on the employment of people in a stabilized industry, such as the steel platemaking in Stelco and the can-making at American Can and the lithographing employees.

**Hon. Mr. Auld:** I don't know what action I will recommend to the government and what the government will approve and what the caucus will approve as to the report I get from the solid waste task force.

**Mr. Gisborn:** You did make a statement earlier as to when you might expect the report.

**Hon. Mr. Auld:** It is supposed to be the end of June and they tell me, because they are arguing vociferously, that it may be two weeks later.

**Mr. Gisborn:** Are there any members of your staff on that committee?

**Hon. Mr. Auld:** No, we have one member of the staff seconded as executive director, John Heaman, and he has one chap seconded from Industry and Tourism, I guess; Ian MacIntosh.

**Mr. Gisborn:** Does it seem reasonable that you continue studies and hire consultants at the present time until you get that report?

**Hon. Mr. Auld:** That's only a small part. The solid waste task force has a pretty large mandate, and I was quoted accurately the other day as saying: "Now in retrospect I wonder whether the whole solid waste picture is one that a task force can sort out"—in fact, I know damn well they can't — "in six or nine months or even two years."

But they have two working groups on two specific subjects which are of public concern. One is beverage containers and the other milk containers. I understand the milk container group will probably report in June to the task force; which will, in turn, report to me. The beverage container group will report probably two weeks after they had expected, which would be about the middle of July now.

**Mr. Gisborn:** Just off the side—on the seed money project. Did I understand you to say that assistance is available for groups that start the separation programme in the community?

**Hon. Mr. Auld:** There has been some assistance for it; pretty modest assistance. You are talking about citizen groups where they have something other than sort of a local project to collect?

The Kanata group which Mr. Handleman referred to has a very good proposal for a public information programme to other groups. They had a very good record and we undertook to subsidize, not their project but their information part of it. They have completed that now, and they have produced what I think is a very good report. I think we will probably publish it for them and give them credit for it—and also give ourselves a little credit for it—and circulate it around to a lot of other groups, because

they've worked out a darn good workable approach.

**Mr. Gisborn:** Yes, there has been a project started in Hamilton. I understand they have started one at the Hamilton shopping centre. They have five new steel bins there for five different types of glass.

**Hon. Mr. Auld:** There is a north Toronto group that is doing quite a job on this.

**Mr. Gisborn:** Have they made a request that you know of for assistance?

**Hon. Mr. Auld:** Pardon?

**Mr. Gisborn:** Have the Hamilton group made a request for assistance under Alderman Ian Stout?

**Hon. Mr. Auld:** They haven't made it to me. I don't think they have, no.

There are dozens of groups around the province which are doing this kind of thing to some degree or another which have never made any approaches to us.

**Mr. Gisborn:** But I think I understood you to say that if they made the request there would likely be assistance there, if their project was valid.

**Hon. Mr. Auld:** If their project is unique and can be valuable to us to achieve our purposes to get greater interest in home separation—if it's that kind of thing, or a local project. But there just isn't enough money in the budget, first of all, to do this. Secondly, it doesn't have any sort of province-wide or nation-wide value to it if it's like the Kiwanis Club in Brockville collecting newspapers one Saturday a month. Anybody can do that. It doesn't require any great research or development.

**Mr. Gisborn:** Are we assured that the question is as serious as we might talk ourselves into believing it is, as far as solid waste disposal is concerned in Canada?

**Hon. Mr. Auld:** I think it is.

**Mr. Gisborn:** Then, my next question is, what have been the results of the situation in the European countries that have greater density cities?

**Hon. Mr. Auld:** I think in some ways they are ahead of us, because they didn't have the vast spaces of land they could fill. They had higher energy costs so they have been producing steam with varying degrees of garbage for years; with lots of problems, and some new

problems because of new things in the garbage that produce chemical reaction in their boilers and stuff like that.

But I think, because of necessity, many of the western European countries are ahead of us to a degree in some aspects of the disposal system. They have been running into, though, air pollution problems, for instance, which they never used to worry about when everything was full of smoke. They have been running into some chemical or corrosion problems in their boilers because of new things in the garbage. I would say that they haven't been doing that much landfill for a long time because they ran out of land; they have been doing other things, with other problems.

**Mr. Gisborn:** I have noticed there has been a great deal of information available on their industrial waste programmes, which they have seemed to master, but very little on their domestic garbage disposal. I haven't seen material on that subject as a serious problem.

**Hon. Mr. Auld:** I think there is a good deal of material, but how current it is or how applicable it is to our problems might be a question. **Mr. Williamson,** do you know?

**Mr. Williamson:** No, sir, except that I know that the bulk of the waste material in Europe is still disposed of by landfill.

**Hon. Mr. Auld:** And some of it in the sea.

**Mr. Williamson:** And some of it in the sea.

**Mr. Gisborn:** That is the question I want to raise next. To what extent is sea dumping used? They use that to a great extent I imagine. They use it in Florida I understand. In fact, I have seen the tugs go out there, three and four lined up, dumping.

**Mr. Gisborn:** There must be some information as to what harm it does to the ecology.

**Hon. Mr. Auld:** There is not much point in us looking into that, because as Dave says our present role has prevented us dumping it in fresh water for a long time, and we are a long way from any salt water.

**Mr. Haggerty:** What about Hudson Bay?

**Hon. Mr. Auld:** It's a long way.

**Mr. B. Newman:** If we keep using salt on our highways we won't be a long way from salt water!

**Hon. Mr. Auld:** If we were still on the water vote, we have a lot of statistics on that too.

**Mr. Gisborn:** That was my strongest concern, the concern of these people, and they have had meeting after meeting. They will likely be down to see you.

They are quite concerned about their employment, and whether they are over-concerned I don't know. I think that any time you have a chance that you should ease their mind that there is not going to be a drastic cut in production of this sort of material. In other words that it is going to bring about a loss of well-established jobs.

**Hon. Mr. Auld:** I don't think that their employers have attempted to allay their concern at all either.

**Mr. Gisborn:** Wouldn't it be natural that the employer would be concerned about it too?

**Hon. Mr. Auld:** Yes, but perhaps for quite a different reason.

**Mr. Gisborn:** The only way they might have allayed their concern is to say: "Look, we're Stelco and Dofasco is next door, and the government is not going to do anything to cut back on our employment, on our production, regardless of the necessity to do it." They might have said that to their employees.

**Hon. Mr. Auld:** I don't know what they said to their employees but—

**Mr. Gisborn:** I would think that the pressures of those two industries would overcome a lot of pressures from government.

**Hon. Mr. Auld:** I know I got an awful lot of letters all of a sudden; I thought it was curious.

**Mr. Gisborn:** But they shouldn't be living under this kind of apprehension if it is not real; and if it is real, sometime somebody should tell them it is real, that they had better be prepared for it.

**Hon. Mr. Auld:** As I say, I am meeting with them, not next week but the week after.

**Mr. Gisborn:** With what group?

**Hon. Mr. Auld:** Well, Mr. Meagre and—

**Mr. Gisborn:** Oh, from the federation, on the subject of ban-the-can. Okay, thank you!

**Madam Chairman:** Our next speaker is Mr. Haggerty, and after Mr. Haggerty I have Mr. Newman, Mr. Deacon and Mr. Carruthers.



**Mr. Haggerty:** Thank you, Madam Chairman.

It was interesting here just watching the minister with his pipe operation. In my view, if you're going to practise something, practise what you preach. I was just looking at the pollution from the minister here every time he lit up.

**Hon. Mr. Auld:** But you notice it's all in the ashtray, very little on the table.

**Mr. Haggerty:** Yes, I noticed every time you lit your pipe up there, we ended up with ashes, we ended up with a match, we ended up with a pipe cleaner and a tin can. In the meantime I guess we were consuming some oxygen, and every time you lit your pipe up—

**Hon. Mr. Auld:** And I'm creating all that employment.

**Mr. Haggerty:** We go back I suppose a little bit further than that and we get into the back end of it. We have the matter of insecticide spray and tobacco and so on, and that ends up in the waterways; and harmful to everything.

**Mr. J. Riddell (Huron):** Yes, but he is supporting the farmer.

**Mr. Haggerty:** I know, he's supporting the farmer; you can see that, but he is also creating a problem of pollution.

**Mr. B. Newman:** That is the best Dutch tobacco he is using.

**Mr. Haggerty:** I don't know, from listening to some of the discussions here tonight, I begin to think the minister is really working in a vacuum.

**Hon. Mr. Auld:** No, it's smog.

**Mr. Haggerty:** For a number of years I sat in this committee with the previous minister, the head of your department dealing with environment, and there have been a number of questions and suggestions fired at the minister looking for answers on it; but I still see no direction to the Liquor Control Board for recycling of the empty bottles that should be sent back to the store or warehouse and recycled—the same principle as is done with beer bottles. If you travel the highways in Ontario, and even when I have to go out to mow my lawn in Sherkston, I'm always forever picking up beer bottles or whiskey bottles or something. Of course, maybe they are not all—

**Mr. B. Newman:** They are not full, are they?

**Mr. Haggerty:** Pardon?

**Mr. B. Newman:** They are not full, are they?

**Mr. Haggerty:** No, I am afraid they are not full.

But I was just wondering why the government themselves have not taken some leadership in this in saying to the Liquor Control Board: "Recycle your bottles; use them over again."

To tell you the truth I don't frequent the liquor stores too often, but I can tell you this much, when you look out behind the stores you can just see piles of empty cardboard containers there. You sit back and you look and say: "Well, the government is responsible for much of the pollution in Ontario." And yet there is no direction from this department.

**Mr. B. Newman:** Are those press releases?

**Mr. Haggerty:** Pardon?

**Mr. B. Newman:** Are those press releases?

**Mr. Haggerty:** No, those are not press releases.

There is no direction from the government to say to the Liquor Control Board, part of its own system; "Get in and do something about the pollution, and recycle and reclaim some of these bottles." Not beer bottles—I suppose there are foreign beer bottles that come through their outlets—but get into the liquor bottle returns and let's set the example.

**Hon. Mr. Auld:** That's one of the things included in the terms of reference of the task force.

I must say I am glad to see that nobody throws away our press releases; everybody seems to have them tonight. Good work!

**Mr. B. Newman:** We get more from your department than almost any other department in government. I think I've got 2½ ft now of government press releases.

**Hon. Mr. Auld:** Save them, there may be a refund some day.

**Mr. Haggerty:** Do you read them?

**Mr. B. Newman:** Will you buy them from me, Mr. Minister?

**Hon. Mr. Auld:** Well, 2½ ft; there'd have to be a better market.

**Mr. Haggerty:** I've often thought, too, perhaps there should be more direction from your department to the MTC, particularly where they are constructing new highways. In particular I've seen where they have constructed a number of new highways in my area, in the relocation of the Welland Canal, and to construct overpasses, a lot of the contractors have gone out, adjoining the highway site to build a partial cloverleaf or an overpass, whatever you want to call it, and they dug huge pits there and just allowed them to fill up with water. Then eventually you see them having to put a snow fence around them to protect the youngsters from getting involved there and losing their lives.

The minister is aware of the different types of industry, particularly in the Niagara region. We have Union Carbide—and I think I spoke on this last year—where they have the slag that comes from the furnaces there. They have huge mounds of it sitting there just outside their plant; in fact, it is blowing off into the community, creating quite a problem.

It is too bad there wasn't some direction from your ministry here—tell them that they could use this material for road building, to build the ramps for these approaches.

And when we talk about the high water level on our Great Lakes system, I can think of the area out in Port Colborne where a division of Algoma Steel at Port Colborne has been allowed to dump its slag for half a mile out into the lake.

Of course they have gone out to the break-wall now and they closed that flow of water off. But that material can be used for road building and even for making building blocks or materials in that line for building of homes or for other building materials. There seems to be no direction from your ministry.

When you travel the highway from here to Hamilton and you look at the landfill in Hamilton Bay alone—that waste that is coming from the steel plant in that particular area just keeps filling in the lake and keeps building up. This is water displacement, you know, and I suppose eventually it does add to the increase in lake levels.

If you travel in that area, going to St. Catharines, you will notice on your right where they have been filling in the bay. To your left there are a number of small homes in that area; I suppose they were cottages

at one time, they are permanent homes now. Water just lays in that particular area; there is no drainage whatsoever. You have the high landfill on the one side, at the right, and then further along the lakeshore you have the railroad track. You have water just laying in that area, and I think much of it is caused by landfill in there.

I mean they are allowed to put the landfill out near the lake, and out on the bay in Hamilton, and then for some reason they have left the end open, and this is where the water will come back in. I don't know why they don't complete the landfill around there; I think this is what causes much of the water problem in that area. Again I suppose we are going to get into the waste disposal in that area; I imagine some of them in that area would have septic tanks.

**Hon. Mr. Auld:** I can't answer that question directly, but in the water field our requirements are that you can't put anything but inert fill in an area where it is likely to affect water.

**Mr. Haggerty:** In what?

**Hon. Mr. Auld:** Inert, non-toxic—rock or something like that.

**Mr. Haggerty:** Rock!

**Hon. Mr. Auld:** Or slag which has no chemical properties.

**Mr. Haggerty:** No, but I mean the point is I think much of this could be used for highway construction. Today they have changed much of the pattern in constructing highways.

At one time they used to go out and dig two, three, maybe four feet down and put in rock, or some solid material down below. Today they seem to go in and use more earth than anything else, and compact it down, which gives it a pretty good solid base.

I think, you know, much of this can be recycled and used for that purpose.

I have mentioned this here before, and this is one of the good things that I think I can see happening in the Sudbury basin where the large slag piles at the International Nickel Co. have been used by the CP railroad for constructing new roadbeds to the north. They have also been using it for road construction in that area now, so there is good principle.

**Hon. Mr. Auld:** I suppose it is a matter of economics. If there is a quantity of it and it is close to the site, and it is cheaper than

gravel, then it works just as well and that's what you use. If gravel is cheaper, than you use gravel.

**Mr. Haggerty:** Yes, that's right. Instead of making other holes in the ground and not leaving eyesores, I suppose this is not a good principle to follow. But I think much of the waste of the industry in the Hamilton area could be used for road-building purposes.

The other concern is that of the deep well disposal. How many wells do you have in the Province of Ontario that are used to dispose of toxic chemicals, and where are they located?

**Hon. Mr. Auld:** They are in the Sarnia area—and we are back into water—and I don't know how many are presently being used. There are pretty stringent requirements before they can be used. How many would there be, Mr. Williamson? This is not in the solid waste field, so we may not have the figures.

**Mr. Williamson:** I think there are nine wells in use at the moment; but some of them, of course, are used only for brine and not for any other material. Some of those will be closed down in the very near future, within the next few months.

**Mr. Haggerty:** What do you mean for brine? You are talking about salt?

**Mr. Williamson:** Salt water.

**Mr. Haggerty:** There are no other toxic chemicals from any of the chemical plants within that area that have been pumped down there by pressure?

**Hon. Mr. Auld:** No; there are some that are used for toxic chemicals and there are some that are used only for brine. It depends on how far down they go and what the water table is and stuff like that.

**Mr. Haggerty:** But some of them are using them for the toxic chemicals?

**Hon. Mr. Auld:** Yes.

**Mr. Haggerty:** Are there any in, say, the different areas where there have previously been gas wells in the area, say, around Dunnville and Sherston?

**Mr. Williamson:** No, all of the wells, for example in the St. Clair River area, within I think five miles of the river, where there were a large number of gas wells, have now been closed down.

**Mr. Haggerty:** They have been completely plugged off or filled up with cement?

**Mr. Williamson:** No, they haven't been plugged as yet.

**Mr. Caverly:** A considerable number have been plugged.

**Mr. Haggerty:** On the matter of abandoned automobiles, I believe you said that you had \$100,000 set aside for it, or something?

**Hon. Mr. Auld:** Yes.

**Mr. Haggerty:** What are you going to do? Will you remove all these from the different farm lands and private property?

**Hon. Mr. Auld:** Last year we did a survey and established roughly what the problem is. This year we are doing three projects, one in the north, one in the Ottawa Valley, and one—

**Mr. Williamson:** Sault Ste. Marie, Sudbury and Pembroke.

**Hon. Mr. Auld:** Sault Ste. Marie, Sudbury and Pembroke.

**Mr. Haggerty:** This is just to count the old automobiles?

**Hon. Mr. Auld:** No, it is to collect them.

**Mr. Haggerty:** You are collecting them?

**Mr. Deacon:** You are doing more than just advertising now?

**Mr. Parrott:** Which vote do cars come under—pesticides or waste?

**Hon. Mr. Auld:** It depends on your point of view. They come under waste.

**Mr. G. Nixon (Dovercourt):** Solid waste.

**Mr. Haggerty:** So you are gradually picking them up then, are you?

**Hon. Mr. Auld:** We are starting this year in those three areas, in terms of advertising for people to do it, and seeing what method, what it costs, what the transportation costs are, and all the factors, before we get into the major thing. As I said a year ago, it was a three-year programme to get under way.

The other part of it, that hasn't yet been established, is what we may do, if anything, about the owner paying for some part of this cost, the person who abandons the vehicle.



That is a pretty complex thing and we haven't really worked that out yet. We have been talking to Transportation and Communications about it.

**Mr. Haggerty:** I think I have suggested here, within the last year or the year before, that there should be a special tax on each new vehicle that is purchased, say \$25 extra, but once it's abandoned, that car will be removed. That's the charge that you will pay for having it removed.

**Hon. Mr. Auld:** And if you dispose of it properly, you get the \$25 back.

**Mr. Haggerty:** You get \$25 back.

**Hon. Mr. Auld:** We have been looking at that.

**Mr. Haggerty:** I think they have this in some states in the United States, in different areas.

My other concern is, have you any laws now that would apply to wrecking yards or to any of those persons who will stack these automobiles, three, four, five and six high? They are an ungodly sight when you go through a community in the Province of Ontario.

**Hon. Mr. Auld:** Under the Highway Traffic Act or Highway Improvement Act, if a wrecker is within 600 feet of the King's highway, he has to put up a fence. We have some new regulations. In fact I just signed them last night.

**Mr. Haggerty:** Some will have a fence, usually about eight feet high to conform with municipal bylaws.

**Hon. Mr. Auld:** Yes, but we have got some other stuff. I can't tell you what is in the works, because I haven't yet gone through the whole process, but I think we can solve the problem you are referring to of things sticking out.

**Mr. Haggerty:** Talk about "Keep Ontario Beautiful"! You see these things stacked up six, seven, or eight high in some cases.

What about the trucks carrying automobiles that have been pressed or crushed?

**Hon. Mr. Auld:** There are two ways—

**Mr. Haggerty:** They sometimes carry about 20 cars on a trailer. How many are coming in from the United States? Do you know?

**Hon. Mr. Auld:** There are quite a few coming in through the Niagara Peninsula, depending on the price of scrap.

**Mr. Haggerty:** I was just wondering why you allow this scrap from the United States to come over here when we have enough of it here already. We should be cleaning up around here without allowing it to come in from the United States.

**Hon. Mr. Auld:** That is why we are in the programme.

**Madam Chairman:** Mr. Minister and members of the committee, it's now that time of the evening again—10:30, time to adjourn. Before we do, I put it to you that Mr. Haggerty has made some very good points and the whole item has been very well debated. Are we ready to approve this item?

**Mr. Deacon:** No, I have quite a bit.

**Madam Chairman:** You do? All right. We will adjourn the meeting now until Thursday afternoon.

**Mr. Parrott:** I think we should have two people from Hansard here, one for the conversation that goes on between the minister and the member—

**Mr. Haggerty:** Over there!

**Mr. Parrott:** —and one for the rest of us!

The committee adjourned at 10:33 o'clock, p.m.

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# Legislature of Ontario Debates

## **STANDING COMMITTEE ON SUPPLY**

**Estimates, Ministry of the Environment**

**Chairman: Mrs. M. Scrivener**

**OFFICIAL REPORT — DAILY EDITION**

**Third Session of the Twenty-Ninth Legislature**

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**Thursday, May 31, 1973**

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**Speaker: Honourable Allan Edward Reuter**

**Clerk: Roderick Lewis, QC**

**OFFICE OF THE SPEAKER  
PARLIAMENT BUILDINGS, TORONTO  
1973**





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(Daily index of proceedings appears at back of this issue.)

# LEGISLATIVE ASSEMBLY OF ONTARIO

THURSDAY, MAY 31, 1973

The committee met at 3:15 o'clock, p.m., in committee room No. 1; Mr. W. J. Nuttall in the chair.

## ESTIMATES, MINISTRY OF THE ENVIRONMENT (concluded)

On vote 1803:

**Mr. Chairman:** Members of the committee, I think we should get started here. I am filling in for Madam Chairman, who is away this afternoon. What substitutes do we have?

**Mr. B. Newman (Windsor-Walkerville):** I am in for Braithwaite. Newman for Braithwaite.

**Mr. Chairman:** And Fred Burr for Deans.

Just before we start, members of the committee, we have to adjourn at 4 p.m. because Colleges and Universities are coming into room No. 1 here at that time.

**Mr. B. Newman:** No, not until 8 o'clock tonight.

**Mr. Chairman:** Not till 8 o'clock?

**Mr. B. Newman:** Right. But we understood that the minister has to leave so we are going to adjourn at 4.

**Hon. J. A. C. Auld (Minister of the Environment):** That is right.

**Mr. Chairman:** Yes, we are to adjourn at 4. Now, if I am correct, I think on item 2, vote 1803, we had three speakers left—Mr. Newman, Mr. Deacon and Mr. Carruthers. So we will call Mr. Newman.

**Mr. B. Newman:** I think you had better make an order of the speakers now, Mr. Chairman.

**Mr. Chairman:** A new order?

**Mr. B. Newman:** No, just add to the order.

**Mr. Chairman:** All right, yes. Mr. Newman was first, Mr. Deacon is next and then Mr. Carruthers. Mr. Newman?

**Mr. B. Newman:** Thank you, Mr. Chairman.

Mr. Minister, back in 1971 a report was submitted to your department or to the government—the report and recommendations of the Littering Control Council of Ontario. You have a complete report. What is the necessity of another task force in addition to study this report?

**Hon. Mr. Auld:** They aren't studying that report. If you read the report you will see that it is really two; half the group was talking about beverage containers primarily, and half the group suggested one thing and half were opposed.

What we have done this time, as I mentioned the other night, was to try to get—and I think we have—the various points of view of industry and public together on a working group. Then we could let them argue among themselves as to what the economic effects would be—cans versus bottles versus whatever else there might be. What I have said, of course, was that I want a report because we are going to take some action. I would like to know that the various alternatives we have suggested have been looked at and studied and commented upon. Perhaps they could propose other alternatives of which we are not aware, or which we didn't think were feasible—and they might well turn out to be.

**Mr. B. Newman:** I can understand that, Mr. Chairman, but you can carry that on indefinitely. After you get the next report you can have a series of meetings and hearings for additional recommendations. When do you draw the line as to when you accept some recommendations and maybe implement some of them and carry on from there?

**Hon. Mr. Auld:** Yes, I indicated not too long ago, and I have forgotten the exact words, that we were going to establish a policy, probably this year, and I asked the working group to report to us by the end of June. The last word I have from the chairman a couple of weeks ago was that they might be delayed a couple of weeks, which I will accept. Once we have the report and it is public and we have taken a look at the

recommendations—assuming that they come to some unanimous recommendation, which is possible, but it won't surprise me if they don't—we will produce a policy. We will put it through the usual channels in the government and implement it.

**Mr. B. Newman:** I don't find fault with that, Mr. Minister. What I find fault with is that when the committee was set up to look into the whole problem, I thought it was fairly representative. Maybe it was not.

**Hon. Mr. Auld:** The terms of reference of that committee were considerably narrower than the terms of reference of the solid waste task force.

**Mr. B. Newman:** That is true. Then the terms of reference of the next committee to study the recommendations of the task force committee could be a little broader. So, as I said earlier, you can keep studying studies until the time you become a professional studier.

**Hon. Mr. Auld:** Back to school! I don't intend at this point in time to set up any further committees, other than—

**Mr. B. Newman:** That is the last one then?

**Hon. Mr. Auld:** Perhaps we will have an inter-ministerial committee to deal with the report, which is a normal procedure. But I am not considering another committee to hold hearings and discussions for another couple of years.

**Mr. B. Newman:** All right then. Your report is coming down, you say, about two weeks late, so we assume it will come down for Aug. 1?

**Hon. Mr. Auld:** Yes.

**Mr. B. Newman:** It is going to go to a ministerial committee. How long after you receive the original report from the task force can we expect recommendations from the ministerial committee then?

**Hon. Mr. Auld:** Assuming that we don't have any unexpected problems, I would say three or four months.

**Mr. B. Newman:** So when we return in the fall—

**Hon. Mr. Auld:** If we require some additional legislation, then obviously we wouldn't be able to do it until the House resumes in the fall.

**Mr. B. Newman:** I can accept that. My only concern, Mr. Minister, is that we seem to keep delaying action all the time. With the garbage pile-up, the waste problem that we do have, how long can we continue delaying? How long can Metro continue delaying the solution to the problem here—or any large municipality in fact? I think they are looking for answers. They cannot financially afford to carry on research to the extent that the province can. So we can't keep studying the problem all the time after having given the problem to different committees or different groups to study the problem.

**Hon. Mr. Auld:** As far as Metro is concerned—perhaps you didn't see the story in the paper this morning but I had a meeting with the Metro works committee yesterday. We agreed to work jointly in our experimental reclamation plan, among other things.

**Mr. E. R. Good (Waterloo North):** Is that the one you are putting \$200,000 into?

**Hon. Mr. Auld:** They have indicated they will recommend financial participation. I think I mentioned that I discussed this with my counterpart in Ottawa. I also understand that I may be getting a proposal from industry a week from Tuesday—they may also want to participate financially. Consequently, one of the reasons that I can't at this point in time say how much we are going to construct this year or next year, is because it would appear that with the funds that we have budgeted for this year and the participation of others we may be able to move more rapidly than we had originally expected.

I did mention on Tuesday night that we are advertising on Friday for proposals from engineering firms for this project. I gave an indication, and you can find it in Hansard, of the terms of reference which we are putting out. We are moving on this.

**Mr. B. Newman:** Thank you, Mr. Minister. I have another question I would like to ask of the minister on behalf of my colleague, the member for Essex-Kent (Mr. Ruston). He made mention of liquid sludge being dumped on a landfill site at Fletcher in Essex county. It apparently was not being covered properly with dirt and the fluids were running into the water stream in the area. Has that problem been resolved satisfactorily for your department?

**Hon. Mr. Auld:** I think Wes Williamson is familiar with that one. Perhaps he can bring us up to date.



**Mr. B. Newman:** All right.

**Mr. W. Williamson** (Acting Director, Waste Management Branch): Yes, sir. We stopped putting any more sludge on that site a few weeks ago, and the existing sludge that is there, I understand, is going to be removed very shortly.

**Mr. B. Newman:** Thank you, Mr. Minister. I have another question here and it concerns used abandoned vehicles and their disposal. Are you considering any scheme whereby there might be an annual charge against the vehicle licence so that funds could be readily available to dispose of abandoned and junked vehicles?

Charges, I understand, are now in effect in Hawaii, Maryland, Minnesota, Vermont and California—where an annual fee of \$1 or less must be paid at the time of motor vehicle registration and title transfer. This apparently is going to provide sufficient funds to minimize the discarded and junked vehicles problem.

**Hon. Mr. Auld:** We are looking at a variety of approaches, together with the Ministry of Transportation and Communications, who are the people, of course, who do the licensing. One proposal—just to give you some idea—is that on the original registration of a vehicle a sum, in effect a deposit, would be made which would be returned to the last owner when he indicated that he had disposed of the vehicle in an acceptable place—at a depot or some place like that.

That would be, in effect, on the first registration of a new vehicle and perhaps on the renewal of registration of all the old ones; or it could be done over a period of years so that there wouldn't be as big a bite. The amount, of course, is a good question. The unclaimed deposits, if I can put it that way, would be available so that the public generally would not be paying for the collection and disposal of abandoned vehicles in the future.

The programme that you have mentioned in some of the States is another one. Some States have experimented with a bounty programme which hasn't worked too well, because there is a tendency for somebody to haul a vehicle out some place, and then his friend goes and reports it and collects the bounty.

Somewhat similar was the problem of wolf bounties some years ago when Ontario required, I think it was a foreleg, and Quebec required an ear, or something like that, and a

few wolves did a lot of travelling with wolf pelts before there was anything left to bounty.

**Mr. F. A. Burr** (Sandwich-Riverside): Mr. Chairman, may I ask a supplementary question on this?

**Hon. Mr. Auld:** There have been a number of approaches, but at this point in time we haven't come forward with any—

**Mr. B. Newman:** Any definite plan.

**Hon. Mr. Auld:** —any definite one. We are looking at it, though, pretty carefully.

**Mr. B. Newman:** The thing that does fascinate me about the five different States I mentioned is that the fee is fairly minimal. It is only \$1 on the registration of the vehicle and every time a person gets licence plates he pays \$1—and then you are not worried about collecting the fee. When the vehicle is abandoned your ministry comes in, or some ministry or agency of the government would remove the vehicle, and there are sufficient funds.

**Hon. Mr. Auld:** This is true, although in my understanding they don't have an incentive for the final owner to dispose of the vehicle properly and I would like to find—

**Mr. B. Newman:** You have a point there.

**Hon. Mr. Auld:** —some kind of incentive. I think it has got to be a reasonably substantial one—\$25 or \$30—because the towing charges sometimes are \$10 or \$15. Our big problem now is with vehicles that somebody wants to get rid of and doesn't want to spend the money taking them to a proper place. So they just tow them behind their car on a dark night and leave them in a ditch some place.

**Mr. B. Newman:** What is your ministry doing now to overcome the problem as it is? Are you giving any type of encouragement to local junk yards to dispose of vehicles?

**Hon. Mr. Auld:** We are sponsoring three pilot projects this summer. Last summer, you will recall, we had a large group of mainly students covering the province to give us some idea of exactly what the problem was. That material was gathered and has been assessed. This year we are trying three pilot projects; in Pembroke, Sault Ste. Marie, and—

**Mr. Williamson:** Probably Sudbury.

**Hon. Mr. Auld:** —and probably Sudbury.

**Mr. B. Newman:** By designating those areas—

**Hon. Mr. Auld:** We will be looking at the techniques of collecting, the costs of doing this, what incentives are required and whether a freight subsidy is required, for instance, to get those hulks to Hamilton.

**Mr. B. Newman:** Well, the areas that you have selected are fairly rural areas. Have you considered a pilot project in an urban area? When I look at some of the centres, especially in the USA, where 400 cars a day are being abandoned on the streets of the big cities—

**Hon. Mr. Auld:** In New York City, they—

**Mr. B. Newman:** Well, I look just across the river when I hear of the number of vehicles that are abandoned. I would assume that—since our country is one-tenth the size of the USA—the problem here might go up to about 800,000 vehicles a year all over Canada.

**Hon. Mr. Auld:** I think I can say, fairly, that we are pretty well aware of the problem in the cities and we think that this problem is a simpler one to solve.

**Mr. B. Newman:** Well, are you in some fashion encouraging, financially or otherwise, the local junk dealers to set up equipment by which they could cut up or package the vehicle?

**Hon. Mr. Auld:** We have some regulations that are in the mill at the moment which are of a sort of prohibitive nature. We think they may go a long way to solving the problem in urban areas. But perhaps, Wes—is there anything you wanted to add to what—

**Mr. Williamson:** Nothing, except that we really don't have a problem in the urban areas, and certainly not in Metro Toronto or Hamilton where everyone wants to get his car back because it is valuable.

**Mr. B. Newman:** It isn't the problem here, then, that it is in the USA?

**Hon. Mr. Auld:** No.

**Mr. B. Newman:** That speaks very well.

**Mr. F. Drea** (Scarborough Centre): In the urban areas.

**Mr. B. Newman:** I beg your pardon?

**Mr. Drea:** Only in the urban areas.

**Mr. B. Newman:** Yes. I am referring to the urban areas.

**Hon. Mr. Auld:** That is right.

**Mr. B. Newman:** Now, the equipment, Mr. Minister, that is used to chop up the vehicle and/or compress it into that little cube, I understand, is all American equipment. Has your ministry specified that the equipment must be a certain type, or can the individual purchase any kind he wishes?

**Hon. Mr. Auld:** We haven't attempted to get into that field. I don't know that we ever will need to. There are basically, as I understand it, two kinds of equipment to keep in mind. One is a press which flattens the vehicle; and you have seen vehicles being hauled along in ordinary car transporters, as well as on flatbed trucks, and so on.

The other type is the kind where you remove the wheels, the battery and the engine block and squeeze the rest of it up into a block. The type of equipment that appeared in that famous scene in one of the James Bond pictures, I think, is also around. But my understanding is that it is not very portable. The portable one is the one that just flattens, and that is the type of equipment that will probably be involved in the pilot project that we have this summer.

**Mr. B. Newman:** I have noticed back in my own community, truckload after truckload of these flattened vehicles being shipped over to the United States. Is there no Canadian market for them?

**Hon. Mr. Auld:** It is a matter of cost—

**Mr. B. Newman:** Economy.

**Hon. Mr. Auld:** In the Niagara Peninsula, I am told, a good many of them are coming in from the States going to Hamilton.

**Mr. B. Newman:** I see.

**Hon. Mr. Auld:** It is a question of the closest steel mill.

**Mr. B. Newman:** I wanted to ask you then, Mr. Minister—

**Mr. Drea:** There is no tariff, no duty on waste.

**Hon. Mr. Auld:** No, there is no tariff. You bring a used vehicle in if it will run, but if it won't, you can.

**Mr. B. Newman:** Those vehicles all run because they are on top of a truck, now.

**Hon. Mr. Auld:** Don't tell that to the customs fellows; you might find an enthusiast who stops a load.



**Mr. B. Newman:** You are liable to find a passenger in one of those, sneaking in.

If there is no one else who wishes to speak on this same subject, I would like to go into another subject, to cover the vehicle problem.

**Mr. Burr:** Could the minister tell us what was the result of this survey he made last summer? How many cars are there abandoned?

**Mr. Williamson:** The actual count in the six comparatively small areas we covered was 95,316 vehicles. We estimate that throughout the province that means somewhere between 400,000 and 500,000.

**Hon. Mr. Auld:** I must have been thinking about the budget.

**Mr. Burr:** There are a great many of those.

**Hon. Mr. Auld:** Between 400,000 and 500,000.

**Mr. Burr:** Has the minister travelled the CNR between Windsor and Toronto?

**Hon. Mr. Auld:** Not for quite a while.

**Mr. Burr:** Well, you could spend your time counting how many you can see from the train, and a good proportion of those would be in that area.

**Hon. Mr. Auld:** When I was in tourism, we used to drive about 90,000 miles a year, and I have observed the scene pretty well all over the province. I expect to be hearing quite a lot about it. Our local radio station has a dirty picture contest, asking people to go out and take pictures of unsightly things. They are giving prizes every week—Polaroid cameras, I think—and the grand prize is next week. They indicate they are going to send all the photos to me, so I will probably have a pretty good idea of my own area.

**Mr. Burr:** Thank you.

**Mr. Chairman:** Mr. Drea.

**Mr. Drea:** May I ask a question on this?

**Mr. B. Newman:** Yes, on the same topic, sure.

**Mr. Drea:** Mr. Minister, not discounting the surveys, and not discounting the fact that there is machinery to compress these vehicles, isn't the real answer at the other end, though? The reason that these vehicles are now abandoned is simply because the charge in the blast furnace has been changed. At one time

any type of metal, particularly automobile metal that had rusted, was in prime demand in the basic steel mills because it was used in the blast furnace charge. The automobile has only become redundant in recent years because now they use the oxygen lance. There isn't the market in this country or in any technologically developed country for rusted metals the way there used to be.

**Hon. Mr. Auld:** I am told that there is a market but one of the problems has been collection and getting a large enough operation to make it economical to bring in a squeezer and squeeze them or a crusher and crush them. It is also because you have to take the copper out. There are not too many radiators now that are copper, but there are other copper pipes and things. I understand that has to be removed before a steel mill will accept it. Again, perhaps Mr. Williamson, who is a technical expert, can comment on that.

**Mr. Williamson:** Yes, sir. There is no real problem as far as reusing the material is concerned. The steel mills will reuse as much as we can bring back to them. The problem, as you said, sir, is in the most of the transportation from the more remote areas to the steel mills in Hamilton.

**Mr. Drea:** Well, I don't like to dispute your technical knowledge, but first of all the price of scrap steel is not what it used to be five, six or 10 years ago. It is much, much more.

Secondly, there is an awful glut of it on the market. There were three lake freighters tied up in Hamilton waiting to be cut up for three years, right outside the steel plant. During wartime, there wasn't a wreck of any type left around—it was grabbed, seized. I am not discounting the transportation costs. I agree that they are a factor. But realistically, though, in this country, with Algoma or Stelco or Dofasco, is there a market for automobile metal?

**Hon. Mr. Auld:** My understanding is that Algoma doesn't use scrap. Basically, I understand that it doesn't use scrap while Stelco and Dofasco do. Somebody told me, and I wouldn't swear to this, that those freighters were sitting there for a combination of two reasons. One was the cost of cutting them up as compared to just accepting scrap that came in, because the price of scrap was down. Nothing was coming in, and, well, it just wasn't economical at the time. They were sitting there and I guess just sort of on the stockpile, you might say, but my understand-



ing is—and I read something about this in the last month or so—that as Mr. Williamson said, they tell us that they can use all they can get.

Now, again, I don't understand the technical part, but they don't use scrap in everything. They use it in some kinds of iron and steel and don't in others, which I think is the point that you are making.

**Mr. Drea:** Yes, but what I am really coming to, the final point I wanted to make on it—

**Hon. Mr. Auld:** It depends on what the market is for the finished product of the type of steel.

**Mr. Drea:** Mr. Newman was talking to you about an incentive from government. I think we really have to look at this very seriously, because we are the government in this province that has forced a goodly number of those abandoned cars into being abandoned. When we brought in the mechanical fitness certificate and a lot of other things, right off the bat cars used to be sold and sold and sold—let's forget the safety end; let's just look at it in terms of raw metal—suddenly the dealer for a car that would sell at the most for \$100 was not going to spend \$300 to bring it up to ministry standards.

It is in the last three or four years that you really have had a proliferation. Up until then, unless you were in the country and the car was completely broken down, you could always get \$25 for it, sight unseen, in an urban used car lot. Now, literally, if the car is eight or nine years old, you can't even take it near a used car lot because the guy wants \$25 from you. He will take it but you will pay him \$25 because he can no longer sell it.

So while another ministry has put the blocks on for safety reasons, I think that there has to be an incentive at the other end. If you look in the *Globe and Mail*, probably because it is next to the comic page, you will notice Toronto car buyers' advertisements. They are required by law to advertise and the bulk of their work, other than clearing a traffic jam or something, is in abandoned cars.

You see auctions advertised listing plate numbers and other details from the last known owner. Every time the ad runs, it appears in fine print as a block ad.

It seems to me that the taxpayer or General Motors Ltd. shouldn't be required to take care of Frank Drea's debris. If I choose just to drive my car out and abandon it on a street or a sideroad, first of all, the municipi-

ality through its contract with its automobile pound, has had to tow the thing away and to store it. That costs somebody some money. It may be true that it didn't cost anybody directly, but certainly that company's fee with the police department takes that into account. So you have had the taxpayers paying there.

Then to ask the guy who merchandises his older vehicle into a used car dealer who has ways of wholesaling it and so on and so forth, or who takes it to a junkyard, to pay more because there is an element that is irresponsible, I think you are really hitting this guy with a double-header. He is getting clipped in the beginning and in the end, and at the same time he is minding his own business. The third cost is that there is an expense to him in making sure that his vehicle is not just left on a sideroad or something.

**Hon. Mr. Auld:** Well, as a matter of fact, philosophically I agree with you, and that is one of the reasons that I am not overly enthusiastic, even though it is administratively and perhaps politically easy to charge everybody \$1 a year. Philosophically, I think, Mr. Drea, we are in agreement. Even if it is only \$1, I sort of wonder whether the responsible person should be subsidizing the irresponsible person.

The same thing applies to compulsory vehicle inspections. The person who maintains his car properly is going to be, I think, understandably annoyed that he has to pay another \$10 or \$15, if that happened to be the case, for taking his vehicle to be inspected after he has just had it overhauled. That aspect has to be considered.

**Mr. B. Newman:** We are always subsidizing the irresponsible, even in the litter programme, because we have to come along and hire some individuals to pick it up.

**Hon. Mr. Auld:** But let's do it as little as possible.

**Mr. B. Newman:** That's true. Whether it is litter out of the vehicle as you are driving by—an old abandoned back-seat beer can—or whether it is a vehicle that has run off the road and is left, it is still a litter problem.

**Hon. Mr. Auld:** Do you differentiate between front- and back-seat beer cans?

**Mr. J. F. Foulds (Port Arthur):** He had a nefarious purpose in mind.

**Mr. Drea:** Would it be practical at all to have it so that when you buy a car there is a levy and a stamp attached or something,

and when you discard the car through a dealer you come back—

**Mr. Good:** It is the surest way to get the money.

**Mr. Drea:** —and apply your stamp? If you didn't, and this thing was just found someplace, and all you had to go on was the block number because even the plates were off, the government of Ontario has \$10, \$15 or \$25 on the thing that says the person who was doing it was responsible.

**Hon. Mr. Auld:** That is what I said a minute ago. A little incentive is a good thing, and the interest on the dough in the fund would pay for a lot of cleanups where we have to.

**Mr. B. Newman:** Yes. Continuing on this same topic, Mr. Chairman, I wanted to—

**Hon. Mr. Auld:** I am curious. As far as the committee is concerned—I am not trying to do a poll—does that sound like an acceptable proposal after everybody gets the first whack or two or three?

**Mr. B. Newman:** I don't see anything wrong with it.

**Mr. Good:** I think your easiest and quickest way to get the fund is the first buyer.

**Mr. Drea:** You get it back if you dispose of your vehicle.

**Hon. Mr. Auld:** I don't know what the reaction would be when everybody goes to get his licence next year and it is \$35 or \$40 plus another—

**Mr. B. Newman:** One dollar or two.

**Hon. Mr. Auld:** Well, it is going to take a long time to get \$25 per vehicle.

**Mr. B. Newman:** No, I said \$1.

**Hon. Mr. Auld:** Five or 10 or something—

**Mr. Foulds:** Just like refundable bottles; refundable automobiles.

**Mr. Good:** If you sell the car you get the money back.

**Mr. Drea:** You get your money back.

**Hon. Mr. Auld:** You get it back, but what is your reaction going to be when you walk into the registrar next year and he says, "I have a little surprise for you. It is another \$10 that you will get back some time"? I am just trying it out on you.

**Mr. B. Newman:** That might be a fair way.

**Mr. Drea:** I think if you explained it, Mr. Minister, I think people are very concerned about this problem, because it only occurs or becomes obnoxious in areas that are otherwise scenic. You can abandon all kinds of cars in an urban area and provided the tires aren't flat or something, they don't know whether they are parked on the street or not. They are used to seeing vehicles. You get out in the countryside where you are going down a gulley or taking a walk and all of a sudden there is half a car sitting there, or an engine block and this kind of thing. It is a very obnoxious thing.

**Hon. Mr. Auld:** That is one of the problems we have had in framing these regulations which I said are in the mill at the moment, because how do you define an abandoned automobile? Do you have somebody watching it for 48 hours? If you get into court because by chance you picked up the wrong one, which is conceivable—

**Mr. Foulds:** As long as you don't raid the airports.

**Mr. Drea:** But the other thing you might want to consider is, if you do that, it will therefore become profitable for the auto scrapyards to start going out and searching the countryside. I think at the same time they should be required to do a little bit of aesthetics, particularly the ones in the country. I think the worst sight that you can possibly see in this province, particularly in the early spring and the fall, as you are going along the 401 toward your home, is that huge thing on the side of a hill outside of Bowmanville. It is a converted farm, and all they have is acres and acres and acres of abandoned cars, one on top of the other, with no attempt whatsoever, other than a board fence, to screen or mask the property off.

**Hon. Mr. Auld:** We are cognizant of that one. It may not be a highly popular one in some places, but we think we have a solution for that too. It is in the regulations that are—

**Mr. B. Newman:** Are you also looking into the solution of the scrapyards, the junkyards that will stack them but not necessarily—

**Hon. Mr. Auld:** That is what we are talking about.

**Mr. B. Newman:** Are you referring to a junkyard or a car parts area, used car parts?

**Hon. Mr. Auld:** It is an automobile graveyard.

**Mr. Drea:** He is both. He is everything.

**Mr. B. Newman:** I am looking into the urban area where you have a junkyard. Originally it was out in the country, but as the city built up the city built around it. The one at the E. C. Rowe Expressway, Dougall Ave. and Howard, I think it is Kavinski's scrapyard. It is nothing to see maybe 10-high cars stacked one on top of the other. Now, there is a sight pollution problem there. I don't know what the answer is for it, maybe requiring them to compact the vehicles into cubes and stacking them.

**Hon. Mr. Auld:** In many cases though, municipalities, with the authority they have under the Municipal Act, have dealt with that.

**Mr. B. Newman:** Do they have the authority to control that?

**Hon. Mr. Auld:** My understanding is that generally speaking they do have.

**Mr. B. Newman:** They do have it? All right. Then it is a municipal responsibility.

**Hon. Mr. Auld:** Yes, I think there are provisions in the Municipal Act under which they can pass bylaws.

**Mr. B. Newman:** Then there is only one other question I wanted to ask of the minister and that concerns the disposition of effluent from the Ford foundry which contained high quantities of sand and iron.

**Hon. Mr. Auld:** There was something about that—

**Mr. B. Newman:** They apparently just disposed of that by dumping it on a contractor's property. The contractor just took it over and they dumped it all there.

**Hon. Mr. Auld:** As I recall we had a complaint about that, or I saw a report about it in the last month. I have had it with me, as a matter of fact, because I thought someone might ask me in the House. As I recall, we investigated and found that the material was inert.

**Mr. B. Newman:** Yes, that's right.

**Hon. Mr. Auld:** Consequently, where it was being put was within the regulations. Was that roughly it, Mr. Williamson?

**Mr. Williamson:** Yes, sir. We have applications now from the companies to dispose of it and we will put some restrictions on how they do it. The material is essentially inert,

but obviously we don't want it going into a river, which would be the alternative.

**Mr. B. Newman:** The party that was doing the dumping—apparently, Scofan Construction—did not have a permit in the first instance to dump this waste.

**Hon. Mr. Auld:** The thing is that you have to have a permit to dump waste that may be harmful, but you don't have to have a permit to dump inert material—

**Mr. B. Newman:** But there is another problem there, Mr. Minister.

**Hon. Mr. Auld:**—except under certain circumstances.

**Mr. Williamson:** That is substantially correct. We have no authority to deal with any inert fill under the regulations in the waste management section of the Act. But, of course, there are other Acts.

**Hon. Mr. Auld:** But as far as the water end of it is concerned, you can't dump anything into the water without our approval.

**Mr. B. Newman:** After that material dries up, you have a dust problem. Were they required to cover the waste?

**Hon. Mr. Auld:** Once you have a dust problem then we can get at them for air pollution.

**Mr. B. Newman:** Should you not require them, at the same time, to cover any waste?

**Hon. Mr. Auld:** That is what we are in the process of doing at the moment.

**Mr. B. Newman:** All right.

How about Grass Island in the Detroit River, Mr. Minister? You can recall an American contractor at one time wanted to fill in the island and then develop some type of plush housing development and recreational area. Your department rightly prohibited the attempt to enlarge the island by any type of fill, especially this fill coming from Detroit. Have you issued—

**Hon. Mr. Auld:** We and Natural Resources were both involved because of water lot permits.

**Mr. B. Newman:** Right. Do you have some type of regulation that forbids the dumping of any type of fill?

**Hon. Mr. Auld:** That one was really a water question rather than a solid waste ques-



tion. As I recall, there was really some feeling that it was a very handy place, and a very economical place from the contractor's point of view, to dump a lot of fill which was coming from the excavation for a subway or a great building development or something in Detroit. Is that the one?

**Mr. B. Newman:** Yes, that's right. They were going to enlarge the island from 50 acres to 200.

**Hon. Mr. Auld:** We didn't deal with that under waste management. We dealt with it under water, and Natural Resources under water lot permits.

**Mr. B. Newman:** So, on any of the islands they would have to have permission from your department, would they not?

**Hon. Mr. Auld:** Yes, but as I say, sometimes it is water, or it might be air, or it might be waste management. It would involve them all.

**Mr. B. Newman:** Yes, but it would still be the Ministry of the Environment that they would have to contact. That is all I have, Mr. Chairman, thank you.

**Mr. Chairman:** Mr. Foulds.

**Mr. Foulds:** I wonder, Mr. Minister, do you know if Northern Wood Preservers in Thunder Bay have a permit under the waste management section to dump things like bark into the marsh that is next to their property and is destroying the duck grounds there?

**Hon. Mr. Auld:** I wouldn't think. Do we—?

**Mr. Williamson:** Yes, sir, we know about this situation. We are working with them to control their dumping and they have hired a consulting engineer to prepare a scheme for them which would be to our satisfaction.

**Mr. Foulds:** Are you aware of the study done by the Ministry of Natural Resources which shows that the duck nesting in the area is being dramatically reduced? Are you also aware of the allegations, at least, that there is turpentine involved with the bark dumping which is causing phenol to seep through the marsh into the lake area.

**Mr. Williamson:** I was not aware of that particular aspect, no sir. We will certainly look into it.

**Mr. Foulds:** What action are you taking? Do you have the Ministry of Natural Resources report?

**Mr. Williamson:** I have it. I have not got it with me.

**Mr. Foulds:** And what action are you taking on it?

**Hon. Mr. Auld:** We have been in touch with them and as Wes says, they have apparently hired a consulting engineering firm to come up with a method of disposal which will avoid the problems that may exist.

**Mr. Foulds:** Isn't it a little bit more urgent than that, in view of the fact that the number of ducks that were banded this past year were only 54, which is one-tenth of the number that were banded in the area in 1965? If it has been deteriorating at that rate, surely you could force Northern Wood Preservers to find some other site until that one can be properly recovered?

**Hon. Mr. Auld:** You get into a tricky legal situation there because it is their own property. I suppose you can say the same thing about a marsh that somebody owns and drains and builds on. You reduce the habitat.

**Mr. Foulds:** These pictures aren't very good, Mr. Minister, but they are in fact, building their own property because the land has extended from this line here considerably, because of their dumping there. You can't say it is their own land when they are encroaching on the waterline.

**Hon. Mr. Auld:** Shorelines are subject to great dispute and I am frank to say I am not aware of this one, but I will make myself aware of it.

**Mr. Foulds:** I wish you would. I wrote you on March 24. You haven't answered.

**Hon. Mr. Auld:** Where the shoreline actually is would have to be determined by Natural Resources because they are the people who deal with that end of it.

**Mr. Foulds:** On shorelines, surely an individual private company doesn't have the right to extend its shoreline boundary by 500 ft or put up a 200-mile bridge?

**Hon. Mr. Auld:** Not unless at some point in time they acquired the water lot, which they are filling in.

**Mr. Foulds:** Water lot?

**Hon. Mr. Auld:** Up until 20 years ago the Crown was selling water lots in many areas, and there are still some sold—generally to the Crown in right of Canada—where the feds want to do something. I know I can't

buy the one in front of my house because I have been trying—

**Mr. F. Laughren** (Nickel Belt): Expropriate it!

**Hon. Mr. Auld:** Pardon?

**Mr. Laughren:** Expropriate it through Provincial Parks!

**Hon. Mr. Auld:** I don't think I am able to do that.

**Mr. Foulds:** On that note, Mr. Chairman, I think we can adjourn.

**Mr. Chairman:** Mr. Good, you had something?

**Mr. Good:** No, I want half an hour at least. But if you want me to talk, how long are you going to stay?

**Mr. Chairman:** We have to adjourn at 4, so we have only got—

**Mr. Drea:** When do we pick up again?

**Mr. Chairman:** The Chairman will have to set that date.

The committee adjourned at 4 o'clock p.m.

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# Legislature of Ontario Debates

## STANDING COMMITTEE ON SUPPLY

Estimates, Ministry of Colleges  
and Universities

Chairman: Mr. S. B. Handleman

OFFICIAL REPORT — DAILY EDITION

Third Session of the Twenty-Ninth Legislature

Thursday, May 31, 1973

Speaker: Honourable Allan Edward Reuter

Clerk: Roderick Lewis, QC

OFFICE OF THE SPEAKER  
PARLIAMENT BUILDINGS, TORONTO  
1973



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(Daily index of proceedings appears at back of this issue.)

# LEGISLATIVE ASSEMBLY OF ONTARIO

THURSDAY, MAY 31, 1973

The committee met at 8:40 o'clock p.m., in committee room No. 1. Mr. S. B. Handleman in the chair.

## ESTIMATES, MINISTRY OF COLLEGES AND UNIVERSITIES

**Mr. Chairman:** This meeting of the standing committee on social development will please come to order.

**Mr. R. S. Smith (Nipissing):** Where is the quorum of all the people who insisted we meet tonight, including your fellow members?

**Mr. Chairman:** Do you want to make a quorum call, Mr. Smith.

**Mr. J. E. Bullbrook (Sarnia):** No, let's just carry on.

**Mr. R. S. Smith:** No, I just thought I would point that out.

**Mr. Chairman:** Let's proceed then.

**Mr. Bullbrook:** It is worthy of comment.

**Mr. Chairman:** Are there any substitutions on the committee? Are you substituting Mr. Laughren?

**Mr. Bullbrook:** I think I am.

**Mr. Chairman:** No, Mr. Bullbrook, you are a member of the committee on social development. Mr. Laughren, if you are substituting I think we had better get you recorded as a substitute. Mr. Laughren is substituting for Mr. Duksza. There being no other substitutes, if there are any votes, Mr. Laughren will be the only substitute.

**Mr. F. Laughren (Nickel Belt):** I might say, Mr. Chairman, we were grossly misled by the Ministry of Community and Social Services.

**Mr. Chairman:** We ran a little bit overtime.

**Mr. Laughren:** So I would beg your indulgence until people get here.

**Mr. Chairman:** I expect as soon as the awards are handed out at the dinner there will be more members in attendance. But in

any event we now have representation from all parties and I think we can commence.

Before I call on the minister to make an opening statement, I wonder if we could have a consensus on procedure at the committee. There have been certain repercussions in other committees dealing with estimates, concerning order of speaking, procedures, rules, and so on. And I put forward to the committee the possibility that we might adopt the rules of the Legislature with regard to order of speaking.

I am certainly not going to cut anybody off, but we would lead off with the official Liberal critic, followed by the New Democratic critic. And then if there are any speakers on the Conservative side I would recognize them, then go in order of party in that way throughout the reading of the estimates unless there is any objection from the committee.

The committee can set its own rules, but this is the rule of the Legislature and it may very well avoid some of the arguments there have been with people saying they have been on the list for a long time and not been recognized. How does that suggestion strike you?

**Mr. Bullbrook:** I see nothing wrong with that at all.

**Mr. Chairman:** Okay. Then we will adopt that for order of speaking. Mr. Minister do you wish to make an opening statement now?

**Hon. J. McNie (Minister of Colleges and Universities):** I would prefer, Mr. Chairman, to have a big house here before I drop some of these pearls of mine.

**Mr. Bullbrook:** What we want to know is whether they are yours or not?

**Mr. Laughren:** We are gonig to spend some time on those pearls.

**Mr. Chairman:** Before the minister starts, I've just had a late substitution. Mr. Bounsaal is substituting for Mr. Gisborn. I'll accept that.

**Hon. Mr. McNie:** Mr. Chairman, this promises to be an interesting estimate debate, I think for a number of reasons. One is that it is a big subject and a subject that has

far-reaching implications for all of us. And certainly, as one looks through the list of subjects that are embraced by the estimate and come under the ministry I think one is impressed by the fact that they're very much concerned with both the principles and the priorities of our times. And we are dealing in an area here where it is safe to say there are no absolutes, and I am looking forward during the debates to learning a good deal.

I hope we can get through some of the minor votes in good time so we can get a good whack at some of the gut issues. And I am sure there will be different opinions as to what the gut issues are, but nevertheless there are some things that I think deserve a lot of consideration. And we certainly welcome your thinking.

I hope we can avoid unnecessary repetition on some of the themes. I was impressed as I read back through last year's Hansard, not only by some of the things that I said which people remind me of from time to time—

**Mr. E. J. Bounsall** (Windsor West): That you were talking?

**Hon. Mr. McNie**: —but the fact that as people came in and out, which is inevitable as we carry on in the House and in committee, a lot of the same themes were repeated over and over again. However, I suppose a certain amount of it, if not all, is inevitable. I hope we can avoid some of the unnecessary repetitions so we can spend more time on some of the other issues.

The reason I say that is that I think sometimes, although you wouldn't think so at the moment, the government members want to contribute to some of these questions. And I think—

**Mr. Bullbrook**: I think the record should show you have got a lot of them here now; namely one.

**Hon. Mr. McNie**: Well I think, Mr. Bullbrook, if you will also recognize—

**Mr. Chairman**: Two.

**Mr. Bullbrook**: Sorry two.

**Hon. Mr. McNie**: —that there is a good excuse for it tonight. And I think that when I was suggesting that we might avoid unnecessary repetition I had two things in mind. One was that it might encourage a larger attendance, if members are not sitting through the same thing six, seven or eight times. And two, it might encourage the

government members to contribute more than they sometimes do.

Because of the substantial new responsibilities in the ministry and the reorganization which is under way now, we invited the chairman of the committee and the spokesmen for the two opposition parties to visit with us so that we might reconcile what figures might not seem to gibe in the estimates, that is, as compared with last year.

I think, however, we did have a visit with two of the parties and we are very happy to explain what seem to be paradoxes, perhaps, in some of the figures you have before you. I think they are pretty straightforward and perhaps my remarks will clarify what remains to be clarified.

Just one other thing, my own observation last year was that when parties are participating from the ministries it is often hard to remember who is who and what their responsibilities are, and I asked Dr. Parr, our deputy, who is sitting to my left here, if he would prepare a list of those members from our ministry who would be participating, not necessarily all tonight, but during the course of the estimates debates, and Mr. Chairman if you would like to distribute these to the members.

On my left I have Dr. Parr, who is our deputy minister, Mr. Frank Kidd, who heads up the common services division; Mr. Murray Tarleton, who assists Dr. Parr; Mr. Laurie Kerridge, who is working with us on the estimates and is associated with the community college division; Lorne Johnston, the assistant deputy minister in the community college and industrial training area; Al Gordon, who heads up the university section and Mr. Ray Price, who heads up the administrative services.

Now, just a few brief remarks before we head into the first vote. The estimates for this fiscal year total \$807,386,000. As a result of the government's acceptance of the recommendation of the Committee on Government Productivity, the Ministry of College and Universities came into being April 1, 1972. This transferred 12 services from other ministries to an already extensive range of services associated with government support of the universities, the colleges and manpower training.

During this last fiscal year, additional services were transferred giving a total complement of 910 staff positions. To develop an effective organization to handle this wider range of services, a firm of management con-



sultants was asked to study the situation and make recommendations.

Beginning on April 1 of this year, pursuant to their recommendations, the ministry is being organized around three main educational services: 1, university affairs, 2, manpower training and college affairs, and, 3, cultural affairs.

By regrouping our talents we expect to make significant improvements in the overall service provided to the people of Ontario with a minimal increase in the total staff complement. An example of this is the new policy and planning branch, which is being staffed with 10 persons from the previous statistics branch and transfers from other branches.

Total ministry complement for 1973-1974, is 917, an increase of seven from last year. This is detailed in Appendix B in the green folder.

Now, very briefly, with reference to vote 2402, the new university affairs division will be responsible for administering the financial support for the universities, for Ryerson and the Ontario College of Art. The total operating grant for 1973-1974 is being increased by six per cent along with a new method of distributing these funds that will help these institutions plan their activities more easily.

Vote 2403 is concerned with the new manpower training and college affairs division, responsible for career training for two major segments of our society: 1, those in the labour force who require additional training and upgrading to improve their employment opportunities and, 2, those high school graduates who prefer to go directly to career training. The manpower training area will receive considerable attention this year with the imminent release of the draft report of the task force on industrial training. I said imminent; I checked again just before I left to find out when we expect to receive it and it looks like August.

Beginning this September, the responsibility for diploma nursing training will be transferred to this division and provided by the colleges.

Vote 2404 is concerned primarily with the Student Awards Programme, which has been improved to help students already in college and university and will encourage high school students who are considering going on to post-secondary education. Progress is also being made to assist part-time students.

Vote 2405: Considerable effort is being directed toward the cultural activities in this

province and for this reason a new cultural affairs division has been formed. A significant increase in financial support will be made available, as you'll note in the budget, to the Ontario Heritage Foundation, the McMichael Canadian Collection, the public libraries, the local museums, the Ontario Arts Council and to assist in the development of our book publishing capabilities.

Lastly, vote 2406, we also have the privilege of presenting the estimates for the archives and records management programme.

The archives branch will receive a 22 per cent increase this year for additional services including increased access to government records, manuscripts, maps, photographs and early newspapers. Records management will receive a 43 per cent increase this year to allow it to continue its impressive contribution to reducing the overall cost of storing government records and to encourage the further improvement in the design and handling of effective and economic record keeping.

To assist you in making comparisons between the 1973 and 1974 estimates and previous estimates and expenditures, all figures for previous years are being regrouped as closely as possible into comparable activities.

At the back is an index which indicates the range of subjects we're covering and the votes where they can be found. The reason we did this was because there is understandably a concern on the part of the members that they may miss an opportunity to speak to some issue without realizing it and we thought it might be helpful if we listed here some of the major areas and the votes under which they will be dealt with.

Mr. Chairman, that deals with my very brief introductory remarks before we move on to the first vote.

**Mr. Chairman:** Thank you, Mr. Minister.

Mr. Bullbrook, did you want to reply to the minister's opening remarks?

**Mr. Bullbrook:** Just slightly, if I may Mr. Chairman. I want to first digress, if you will permit me for a moment, in saying that reference has been made by the minister to the Committee on Government Productivity.

I want to record my almost complete displeasure with the method of operating the present administration of the governmental responsibilities of this province because, from day to day, we who are elected to represent the people, can see how far we're becoming removed from those people who make the decisions and our ability to re-analyse the decisions as far as policies that are made, not

only involving this particular estimate, but in every field. It's an example that perhaps filters down from Ottawa. I don't know. But it's an example of the fact that we don't have the ability that we had in the past to assess policy development. I take issue with that.

I take issue, secondly, if I may, with the whole direction of government affairs as far as the House is concerned. Today is an example of it. We find ourselves, not because of the minister's responsibility, or his ministry's responsibility, on only 12-hours' notice called upon to respond to the estimates of this ministry. We should have been prepared and we are prepared to do so.

I want to say, if I may, that I appreciated very much the opportunity of meeting with the minister and his senior officials, in analysing the actual detailed expenditures of the ministry itself. I'm sure it will save some time and was of great benefit to me, and to my colleagues with whom I spoke, in connection with these expenditures.

There is no doubt, at least at the senior level, and we were able to become personally acquainted with the fact that the minister is in a happy position as regards advice.

The only thing I wish to reiterate is: I wonder whether the total programming advice comes from those people who are called upon to administer the policy development or whether that group of people, almost sacrosanct in their ivory towers developing policy, recognize the impact, fiscal and otherwise, on universities and colleges in the Province of Ontario.

In any event, we do appreciate that opportunity. And I want to record personally the fact that we appreciate the opportunity of dealing with the minister, who showed, while he was outside the ministry and for that matter outside the cabinet, a keen interest in this particular portfolio. And that keen interest, as exemplified last year in his rather objective remarks, has elevated him with almost undue dispatch to the responsibilities that he now holds.

Interjections by hon. members.

**Mr. Bullbrook:** I think the fact is worthy of recording in our particular history of responsibility, that we do admire him personally. Of course, that then brings you to the next logical conclusion—isn't it unfortunate that with that open mind and with that intense interest he hasn't been responsible for this ministry in years past?

Notwithstanding his comment that this ministry came into being as a result of the

report on government productivity as of April 1, 1972, the predecessor responsibility has been in effect for many, many decades now.

That particular responsibility, concurrent with the responsibility for education, elementary and secondary in the Province of Ontario, was vested in a man who had the capacity to analyze all the educational needs from, as we used to say, book 1, to that hallowed ground of a PhD. And that man is the present Premier of Ontario (Mr. Davis).

The responsibility was, of course, too much for one man. And what is happening now is that the public of Ontario is suffering under the weight of that lack of talent and ability on his part.

Basically, last year we talked about fiscal responsibility. This was our main concern. And we are going to talk about it again tonight. We talked about the question of formula financing and it still continues to be the essential ingredient of the opposition's concern as to government financing in connection with post-secondary education.

We got nowhere last year in that respect. I say, perhaps unfairly, that part of the reason was the then minister knew nothing about his department. That was quite obvious, we couldn't get any answers.

But it became a question of essential philosophy. And this philosophy still permeates the government's dealing with post-secondary institutions, be it in Ontario, in the Dominion of Canada or, for that matter, anywhere in the free world. Just how far do we go in connection with the concept of the autonomy of the institution as equated with responsibility of the Legislature to finance, to a great extent, that autonomy?

And I believe it goes without saying that we have an inherent responsibility not to unduly direct or influence curriculum development. I believe we have a responsibility in this democratic process not to unduly direct the quality or background of faculty participation. But I want to say in that respect that we have somewhat of an obligation.

I think when the Premier saw fit to establish the committee of economic and cultural nationalism that he felt, surely, within the words "cultural nationalism" was the concept of educational nationalism. He didn't mean, nor do I, that education is such a narrow proposition that we could afford the luxury of being nationalistic in that respect.

I want to record, as one member of the Legislature, my complete distaste for the response that was made to many of my



colleagues during the last summer in connection with undertaking their responsibilities and dealing with the council of presidents as to the background of many of the faculty in our universities and colleges.

The first response that I recall having read in the press was "We know but we're not prepared to give you that information. That bordered not on negligence as far as I'm concerned; it bordered on arrogance, really. Surely to goodness, we're entitled, nay, we have a responsibility in accordance with the direction of the Premier of the province, to evaluate the concept of economic and cultural nationalism in our province.

If the committee saw fit to say, "We want to look into the national backgrounds of those people who populate the faculties of our post-secondary institutions," they had a right to do so and I think they had a right to a response. I think they had a right to be told "We've made an analysis and this is the analysis we have made." It seemed to me that inherent in the initial response was that that committee was going to come to the conclusion that those people who happened to be born outside the Dominion of Canada should be parcelled out, on an almost pro rata structure, as to their participation in our system of education.

I don't think the committee was going to do that. I don't think the committee wanted to do that. I think the response at that time, as I said, was an arrogant response. What it does, in effect, is that it exemplifies what I hope to be the philosophy of future governments in the Province of Ontario—that since they bear such a tremendous burden in connection with the financing of post-secondary education they have a responsibility in connection with the spending of the money.

I don't think we have an opportunity or an ability to assess where those moneys are being properly spent. I think in many instances we really don't have the talent to do so. It's quite obvious when the minister, as a courtesy to us, files with us a list of those people who assist him in his obligations. It's quite obvious that no party in opposition can properly respond with the knowledge and talent that they should have to the appropriation of \$800 million of government funds. We just can't do it. But I will say, again, that the minister has attempted to assist us in this respect.

Now, I want to say, first of all, that we feel that the present Premier, who had the responsibility during those growing years for the huge capital funds that were expended out of the public purse, did so in an almost

haphazard fashion. He obviously didn't have regard for at least some of the reports that were available to him. He obviously had no regard for what people were telling him in connection with student enrolment.

If he did, then he must bear a tremendous responsibility himself in connection with the moneys that had been spent, some of the capital facilities which have been constructed and what is, in effect, Mr. Chairman, an obvious levelling off. And really, it has been obvious to lay people. Aside from the academic community it's been obvious to lay people that there was going to be a significant levelling off.

I want to point out, for example, that a report made available in the year 1956 from the advisory planning committee of the university of Toronto postulated, in connection with that particular institution itself, that there would be a levelling off in 1970 of their enrolment; or they asked at that time that there be a restricted enrolment. In 1963, in the report of the presidents of the universities of Ontario to the advisory committee on university affairs, I read from page 4:

The committee noted that the first "shockwave" [and that's in quotes] the greatly increased numbers finishing grade 10 in June, 1962, will complete grade 13 in 1965 and will be followed immediately by a further major increase in 1966. There may well be as many freshmen in 1966 as there are students today.

The years from 1968 to 1972 will be relatively stable, but from 1972 to 1980, there will be very substantial increases every year. In other words, we face an unremitting expansion of spasmodic intensity with no contraction in sight in the foreseeable future and with major crises just three or four years ahead.

**Mr. V. M. Singer (Downsview):** True Tory genius.

**Mr. Bullbrook:** That really wasn't Tory genius. That was the genius that came from the committee itself. Now the fact of the matter is, of course, that the majority of recommendations of that report have been undertaken by the former ministry.

The warning signs in the first report that I mentioned, the warning signs in connection with a contraction of student enrolment, at least a levelling off of it, haven't been heeded. Yet we continue to base the financing of our post-secondary institutions on the formula financing basis, the basic income unit. Inherent, of course, in the basic income



unit are almost self-defeating propositions as far as the public purse is concerned.

That is what I am concerned about. I don't speak as president of the university. I'm a small-town lawyer from Sarnia. I wouldn't have the capacity or talent to run a university and I don't hold myself out as being able to run a university.

**Mr. Bounsall:** No, no!

**Mr. Bullbrook:** But what I am concerned about is my responsibility, as an elected member of this Legislature, in connection with the spending of funds. This is really why we're here and I reiterate that we're not going to deal with the more sophisticated aspects of our responsibilities. We're going to deal with money.

I'm not going to be able to be here during the course of all these estimates. I want that to be recorded right now. I happen to be a member of the select committee which is investigating the question of the Hydro building. And so, in my opening remarks, I want to have the opportunity also of posing certain questions that I would hope the ministry will answer during the course of the estimates whether or not I am here so that I will have the opportunity of reading the response.

The problem is that the basic income unit system is inherently a faulty financing procedure. It functions properly only as long as enrolment rises. When enrolment falls or levels, the system weakens the universities. I don't have to dwell on the fact, in mentioning to the chairman or the ministry of my colleagues here, that you have the evidence for that in the headlines of newspapers throughout the Province of Ontario. Hearken to Trent University. Hearken to Ryerson. This is the basic problem that we're having. We want to record for you certain questions and I'll begin them as follows:

Is the slip-year financing of post-secondary institutions really solving the problems of the small universities like Brock and Trent—your special grant and slip-year financing undertaking? Is it really not postponing their eventual death at the hands of the BIU, because they lack both professional and graduate facilities?

And that question will be integrated with a further question: How much BIU money allocated to professional and graduate schools is being diverted into other faculties such as arts and sciences? Give me the figures for the engineering faculty versus arts and science at the University of Toronto. I would like to know, if you know—and if you don't know

you should know—how much engineering money is being used elsewhere and why.

And if that's a fact, as I believe it to be, does this not prove that places like Trent can't survive without professional or graduate schools? That is, as long as the BIU system, as presently designed continues?

The third question: When is the ministry going to regularize the system of negotiating with the University of Toronto over their arts and science BIU? Because they do function under the so-called new programme. Is not the situation of year-to-year negotiation holding the gun to the head of this institution? Does the ministry intend to do the same thing to other institutions as they change over from general and honours programmes? We would like to have the answer to that.

The fourth question, Mr. Chairman: How much money are Ontario universities forced by this government to spend every year to teach courses that should have been taught at the secondary school level? How much money is being spent to bring students up to the university level in subjects like mathematics and foreign languages because the Ministry of Education has lost its spine?

The beginning of that deterioration of spinal responsibility was under the present Premier of Ontario.

**Mr. Singer:** And his predecessors.

**Mr. Bullbrook:** Because it no longer thinks anything is basic to higher education or life in general and refuses to deal with declining standards all over Ontario! We want to know the attitude of this minister and his ministry to the remarks made by my leader in the Legislature (Mr. R. F. Nixon) with respect to the quality of education in Ontario. We want to know if we are getting our money's worth. We want to know whether there should be a core of subjects not available to students, but having regard to their abilities and talents assessed by those people whose responsibility it is to assess those abilities and talents, we want to know if they shouldn't be compulsory!

My leader has spoken about French. The next question:

If the minister is satisfied that standards are what they should be, can he comment on the fact that many universities are forced to set up writing labs and introductory French study? Witness Scarborough College, U of T! They really have no choice. They can hardly turn away that many students for fear of losing BIU money. Does the minister fear that some institutions may be prostituting

their standards of admission, as some have charged?

That's very essential, and goes hand in hand of course with the question of basic income unit financing. It becomes a question of where the attitudes and responsibilities of the senior administration of universities are, and concurrently the attitudes and responsibilities of boards of governors. I am not prepared to accept that trite response that we get year after year—and I hope we don't get it from this minister—that these people are of great talent and great personal integrity, because we know they are.

We are not talking about the administration of these institutions. We are talking about where the philosophy of education is going in the Province of Ontario. We are saying that as much as we admire the talent and standards of many of our young people, from the point of view of general attitude, we feel that there must be developed a core curriculum on the elementary and secondary level—certainly on the secondary level—that prepares people to go on, in a general fashion, if they have the talents, to the post-secondary level. We feel concurrent with that, therefore, the Minister of Colleges and Universities has a responsibility to tell us what he is doing with his colleague the hon. Robert Welch and Dr. Wright and the other people who develop this attitude in the Province of Ontario—that sacrosanct six who say what our children are going to learn—without members of the Legislature having the opportunity of participating or making a contribution in that respect. That is what my leader wants to know, and that's what I want to know. And that's the essence of our opening remarks.

We are asking: Where is education going? We think not as far, frankly, as it should go. I know education is a cyclical thing. From the time of Dewey it's been a cyclical thing. It goes from idealism to pragmatism and back so fast that you can hardly keep your head. That's the history of the philosophy of education.

You don't have to be an academic to understand that, and I'm sure many of those people here who are knowledgeable in pedagogy will agree with me. It is a cyclical thing and it's understandable that it would be a cyclical thing, because really it is such an abstract thing.

Really, our responsibility and our feeling to our young people is to say to them. "We want you to be better educated than we are". I must say that we in our party, under the leadership of Robert Nixon, the next Premier

of Ontario, wonder whether the general philosophy of education is such that they are getting the same break towards their future that we had. And we want to get the attitude of the Minister of Colleges and Universities. We really feel that he has an obligation to respond to us.

We close in saying that we don't think formula financing should continue. We think the time has come and that post-secondary institutions have a responsibility to say to the people who finance them to a great extent: "This is what we have in mind on a long-term basis. This is how we intend to spend your money. We won't deliver up to you members of government or the Legislature for one moment our right to direct what in our opinion constitutes an appropriate course availability for those people directed to professions or otherwise."

They have a right to say that to us; but they have a concurrent right to supply to us pro forma budget statements saying: "This is what we hope to spend next year". They have not only a right, they have an obligation to say to us that our analysis of student enrolment over the next five years dictates this type of capital construction.

**Mr. Singer:** Like the Roberts Library?

**Mr. Bullbrook:** Especially in the community college field, do they have that responsibility to us. Were we to form the next government—and if I were ever to be concurrently elevated, I wouldn't get this responsibility I am sure—I know that basically the attitude of the Liberal Party will be that the people have a right to know where their funds are going. They have, more importantly, a right to know what quality of education, from the beginning forward to the post-graduate level, our people are getting. It seems to me as we, year after year, analyse the expenditures of well over a quarter of a billion dollars, we never seem to get those answers from the ministry.

**Mr. Singer:** Well said!

**Mr. Chairman:** For someone who is always going to speak about money, you somehow succeed in getting your philosophical whacks in. But thank you very much. Mr. Laughren, I understand you are leading off for the NDP.

**Mr. Singer:** Hardly Chairman-like remarks. You are supposed to be reasonably impartial.

**Mr. T. P. Reid (Rainy River):** Well, you're better looking than the last Chairman.



**Mr. Singer:** More amenable, too.

**Mr. R. B. Beckett (Brantford):** Not of this committee.

**Mr. Laughren:** Mr. Chairman, I welcome this opportunity once again to reply to the minister. I was not surprised that the Liberal contribution asked more questions than it offered alternatives. They substantiated my belief that they have detected a vacuum on the ideological right in this province and are scurrying to fill it. But that really isn't dealing with the estimates, and I'll get back on track, Mr. Chairman.

It has really been a remarkable year in the post-secondary field, what with some student sit-ins, the increase in the tuition fees and the loan part of student aid, the fiasco at Ryerson and the rather comic aspects of the Ontario College of Art—which I will deal with a little bit later—and the moratorium on capital spending; and through most of it sat the former Minister of Colleges and Universities (Mr. Kerr), cranky, morose and somewhat uncomfortable I think; and it's quite a contrast, Mr. Minister, to see you sitting there, voluble, pliable and—

**Mr. Bullbrook:** He hasn't said a word! He is hardly voluble!

**Mr. Laughren:** —cheerful and almost right on the nickname that has been applied to you by the Ontario Federation of Students—and I am sure they weren't being unkind here, Mr. Minister—"the benevolent marshmallow." You must admit it's better than being a "malignant" one. You should be able to live with that kind of description.

**Hon. Mr. McNie:** I could show him better ones than that!

**Mr. Laughren:** Yes, I am sure you can. But of course the personalities really are not what we are dealing with here—although we have anyway—and I think they are really not significant. It is really the attitude toward this portfolio that counts, and I am convinced the former minister never would have applied the injection that was necessary to take the ministry out of its drift, for lack of a better word, and give it some direction.

I hope that you can, despite your nickname, and I hope you will resist that temptation to go the path of least resistance, which it is travelling on now I think. I think it does need some kind of jolt, and I hope to provide some of those alternatives to you before I finish my opening remarks, because it is

obvious that there is a disenchantment with post-secondary education I believe.

I don't think it is all to do with the tuition fee increase or the loan aspect, although I do believe very firmly that is one part of it. There is definitely a disenchantment among young people; and that of course is with the levelling off, and a necessary levelling off, in capital expenditures. I don't think there is any question about that. But I do think that rather than creating a fiscal crisis, or a financial crisis, in the post-secondary institutions when that levelled off and in turn necessitated a levelling off of capital expenditures, those newfound funds that would normally have been ploughed into the universities, either in BIUs or in capital expenditures, should really be devoted to making our post-secondary institutions more equitable, more accessible than they are now. I think that's where this ministry has made its mistake. Also, there could have been some commitment to experiment with new kinds of learning in the post-secondary field.

I will mention that a little later about the community colleges, because there is something going on there in learning that I find most disturbing. I remember reading with some degree of excitement the present Premier's remarks when the community colleges were formulated. When they were first conceived I thought there was really an opportunity for them to be an exciting medium in the post-secondary field, because he referred to the fact that there would be no walls between these new colleges and the communities in which they were located.

Well we know, of course, that walls were built. They have been reinforced since then, and there's really not very much exciting about our CAATs today, not in terms of what they could be. But at least the Premier had a vision, and for that I give him credit, and it was a good one.

His big mistake, I think, was abandoning that vision; and if I might be somewhat personal here, he abandoned it to the engineers who are now running the Colleges of Applied Arts and Technology in this province.

Those engineers, in predictable fashion, launched a wall-building campaign the likes of which this province has never seen and I hope we never see again. The result is one that we are going to have to live with for a long time, because how do you compare a vision with a wall? One is there to see and the other just dissipates; and that's one of the problems with the present system, I think.

I am not at all reassured Mr. Minister, when I read a speech that you made—this is



a classic—to the centennial dinner of the Faculty of Applied Science and Engineering at the University of Toronto.

This was a numbered speech, the one with the numbers on the paragraphs.

Anyway, you made a couple of comments there that did not reassure me. You said: "Do you realize that this commission"—you are talking about the Commission on Post-Secondary Education—"was chaired successfully by two engineers, Dr. D. T. Wright and Dr. D. O. Davis?" It's bad enough that you would be bragging about that in the post-secondary field, but then you go on to say: "The commission's report makes many suggestions that could affect the engineering profession, so if you don't like it call my deputy, another engineer."

That is hardly reassuring, Mr. Minister. I am really saddened that the CAATs have fallen into the hands of such technocrats. I am afraid that the walls then are going to remain forever a contradiction of Bill Davis's vision, and I don't think that's in the best interest of post-secondary education in this province.

I don't think there is any doubt but what the emphasis in the CAATs has been on building rather than on programmes. I think that's there to see, and it is there to see in all those splendid campuses. As members of the select committee on the utilization of educational facilities, we are going to have the opportunity to visit some of those post-secondary institutions again, but some of them we have already visited really are splendid. You look at those campuses like Durham and Oshawa; magnificent isolation! You look at the one at Mohawk; beautiful buildings! North Bay, the new Canador College; the new one Sudbury is building. Lambton? Yes, there is another one in magnificent isolation. And all of them; it indicates where the emphasis has been in the post-secondary field! And it is too late, you can't tear the buildings down; but I hope that from now on your emphasis will take a change in direction.

I am not suggesting you get rid of all the engineers, but maybe you need an injection of new blood to give it a change in direction.

**Hon. Mr. McNie:** Mr. Chairman, just one observation: I have heard it said that the NDP didn't have any sense of humour. I don't happen to be one of these people who believe it—

**Mr. Laughren:** I am glad.

**Hon. Mr. McNie:** —or that I have got to write in brackets "joke" beside the contribution I make in a speech to a bunch of engineers—

**Mr. Laughren:** You don't have it here. You didn't put it on my copy, Mr. Minister. I will leave that for a moment.

There has been no serious attempt in the community colleges to integrate the colleges with the community in which they are located. I know you can give me specific examples in every college in this province where they have done that, but in reality there has been no serious attempt to integrate them entirely into the community—not entirely, but to really integrate them into the community in a meaningful way. I think that's going against that vision that your Premier had a few years ago. The walls that traditionally are there between educational institutions and the community are still there in the CAATs.

I think also there has been no success by the ministry in any meaningful kind of forecast for job opportunities for the Colleges of Applied Arts and Technology. I would like to know what the job opportunities are, for example, for graduates of the two-year data processing programmes that are offered in the colleges in Ontario, and also what the placement rate is for them.

Of course the colleges have not, to my knowledge, determined whether or not they should restrict their programmes to offering career opportunities or whether there is a broader educational purpose to their existence. There have been cases of the community colleges refusing to offer the general arts and science programme—the GAS programme—in the colleges because they felt there were no graduates for that programme. I understand that direction came from the council of regents, and that's an incredibly paternalistic attitude for any ministry to take toward the whole cause of post-secondary education in the province.

For example, I would refer you to the basic documents, and in them they included the creation of the colleges. They were based on four principles: No. 1 was that they must embrace total education, vocational and avocational, regardless of formal entrance qualifications, with provision for complete vertical and horizontal mobility. No. 2—a very good one—they must develop curricula that meet the combined cultural aspirations and occupational needs of the student. I will skip No. 3. No. 4, they must be dedicated to progress through constant research, not

only in curricula but in pedagogical technique and in administration.

Those are lofty goals and I think that when the colleges decide, for example, that they are not going to allow any more students into the GAS programme or even offer the programme—Mohawk, I believe, a year ago at least didn't even offer the programme in arts and science—that's what I mean by a paternalistic approach to post-secondary education.

This minister has accused the boards of governors of the community colleges of avoiding the gut issues of education and I must say, I agree with you, but I really think your ministry should look to itself as well in that respect. Some of the appointments, for example, that your ministry makes to the boards of governors of the Colleges of Applied Arts and Technology through the Council of Regents—which, I believe, actually makes the appointments—indicate they're still dealing with the elite in a community. Once again, that's keeping the walls up between that institution and the community.

To date I know of no community college in this province, incredible as this may be, where there are fully participating students or faculty members on the board of governors. I stand to be corrected but to my knowledge there are none. I don't think that's even in the 20th century, let alone the 1970s. There's been only token representation of women on the boards, but I'll deal with that later. Even when the women are appointed, by and large they tend to represent the establishment in the community. As such, there's very little chance that the boards will become more open or more democratic than they are now; or less discriminatory towards women than they are now. What hope is there when you perpetuate the system with your appointments?

**Mr. H. C. Parrott (Oxford):** The chairman of the board at Fanshawe is a woman, you'll be glad to know!

**Mr. J. F. Foulds (Port Arthur):** What was that contribution?

**Mr. Laughren:** Why would the establishment want to change anything? Naturally it perpetuates itself.

**Mr. M. Cassidy (Ottawa Centre):** Let's get that contribution on the record. What was this again?

**Mr. Parrott:** I'm happy to say that the chairman of the board at Fanshawe is a woman.

**Mr. Foulds:** One out of how many?

**Mr. Laughren:** We'll deal with that later. I'll answer that question for you later.

**Mr. Cassidy:** How many in the province?

**Mr. Laughren:** Of course, the entire situation is made worse by the absence of a senate, or the equivalent of a senate, in the community colleges. There is no democratic decision-making in the community colleges. At least in the universities you have a senate; or you have a unicameral form of government.

In the community colleges there's neither and that means that virtually all the decisions are made in a very undemocratic fashion. Power and decisions flow from the top down; understandably so under that situation. The college administrators deny this, of course. They point to presidents' advisory committees and to advisory committees from within the community which advise them on their programmes; but democracy? It's not good enough to refer to it. It's got to be seen to be happening and it's not happening in the community colleges.

There are increased tuition fees and a higher portion of student aid is a loan now rather than a grant. You claim this does not affect the community college system or the post-secondary system in terms of enrolment; but I would ask you, if that is so, just what do you attribute the declining enrolments to?

You're very specific with your BIUs and you're very specific with your compensatory grants and your capital expenditures. You can be very specific when it comes to dollars and cents, but I'd like to see you become specific as to what you think is causing the enrolment declines. It's a difficult question but I hope that by this time you and your officials have addressed yourselves to it.

It seems so completely absurd to me to allow the financial crises in our post-secondary institutions to occur just at the time when capital costs are levelling off. To coincide the decline in the enrolment with the sharp cut in the capital expenditures seems to me to be almost self-defeating. I don't want to be contradictory here, but I said earlier that when enrolment levels off obviously there has to be a cutback on capital expenditures. You can't go on building buildings if the students aren't coming. But you did it to the CAATs before they had a chance to become established!

Once you had committed yourself to building those walls, it was grossly unfair to abort the normal development of those col-



leges. I would have been happy if most of those colleges had never been built in their present form, but once you made your commitment to them and the various colleges launched their five-year programmes, you turned around and said, "We're having a moratorium on capital expenditures for all post-secondary institutions."

You were discriminating against the CAATs as opposed to the universities because the CAATs were in a much more embryonic stage of development than were the universities. They hadn't achieved any degree of maturity and that's when you came in with your sledgehammer and cut them back. I don't think that was the right way to do it after allowing them, or giving them, the right to go ahead and approving their capital expenditures.

There are examples of site preparations and architectural drawings with hundreds of thousands of dollars involved, going down the pipe. I don't want to get into specific examples at this point in the estimates but I'm sure you know of examples, I don't have to point them out to you.

You now tell the community colleges that they should start co-operating with the universities in their area. I can tell you that that takes some gall. After allowing the colleges to build their estates miles away from the universities, with no demands whatsoever that they co-ordinate their facilities or share facilities, now you tell them that they've got to share their facilities! That is grossly unfair. They have an infrastructure now that has a *raison d'être* all its own; but no, now they've got to start sharing facilities. It just isn't fair. It should have been done but not at this stage in their development.

I'm going to offer you some advice and I'm going to list a few things that I think should be done in the community college, and I shall be most specific.

1. The institutions must become more democratic and open. The budgeting process must include input from faculty and students, and the boards of governors must be representative of their communities. In particular, women must play a more important role on boards of governors, on the Council of Regents and within the colleges themselves.

2. The vocation concerns of the colleges must be countered with cultural concerns, as indeed is recommended in those basic documents I referred to earlier.

3. Non-credit courses must be subsidized on an equal footing with credit courses and

the ridiculous financing formula that favours full-time over part-time students must end.

4. The colleges must aggressively launch a programme to determine the educational, vocational and cultural needs and desires of low-income and ethnic groups.

5. The individual colleges must make themselves more obviously available to community groups and organizations, whether or not the issues being dealt with by these groups are controversial. It was a little sad to compare what the colleges should be doing with what George Brown College did at its Casa Loma campus over the parking issue when it treated the residents in a very high-handed way. That's not the way, I'm sure, that the Premier meant when he said there should be no walls between the institutions and the communities.

6. A much more serious effort must be made to offer programmes or individual courses in isolated communities, particularly in northern Ontario. I have some degree of fervor for this cause, I assure you. Such programmes must not be allowed to die because enrolment drops in any one year.

7. The needs and aspirations of older people in communities should be more vigorously catered to. There is enormous scope for the colleges to make a very significant contribution to the senior citizens of the province. I might add, Mr. Minister, there's an opportunity for the senior citizens to reciprocate in their contribution to the colleges. I don't think that has been exploited at all.

8. The ministry should make funds available to allow the colleges to conduct research projects to determine their potential to serve their community.

9. Colleges should develop programmes and courses of a modular nature so that students may enrol at different levels according to their vocational and educational backgrounds.

10. A special effort needs to be made to make the facilities of the colleges more readily available to the public whose dollars built them. For example, I refer to their libraries. There should be an integration, probably between the Ontario public library system and the community college libraries.

11. My last recommendation at this point: Sex discrimination must end in courses and programmes should be developed to attract more women to the colleges. Women should be encouraged, by recruiting and literature, to enrol in programmes heretofore stereotyped as preferable or acceptable for men only.

Those are my 11 specific recommendations dealing strictly with the community colleges.



I would like to talk for a few minutes about the COPSE report, the Committee on Post-Secondary Education, which was released this spring and is truly a mixed bag. I am sure most people have mixed feelings about it. The ideas are somewhat small "q" liberal and egalitarian. I think those recommendations have somewhat of a hollow ring at this time because of the cutbacks and the preoccupation with finances within the post-secondary community, because of the financial restraints you have imposed.

I agree with the critic for the Liberal Party that the formula grant system, the BIU system, doesn't work well when enrolments are going down, but I don't know what his alternative is. If we have to go back to the old system in which the various communities lined up at Queen's Park—well, I couldn't go for it. I think that is repugnant. As a matter of fact, the compensatory grants you are issuing now really are a bit of that old system. It is difficult to rationalize those, I suspect, on anything other than a gut feeling for the need of the community or whoever yells the loudest gets the biggest compensatory grant.

**Hon. Mr. McNie:** You mean you prefer the formula system?

**Mr. Laughren:** Yes; I am not against the formula system. I don't know what the alternative is, quite frankly. I don't want to go back to the old system in which you lined up at Queen's Park and depending on the mood of the minister and his officials, you did or did not get it. I don't want to go back to that system.

It strikes me as being remarkably like the capitalist system; it thrives on growth but as soon as you have zero growth it is in trouble. I think that maybe you are part of a package here which you would not be willing to change anyway and you may be prepared to live with it. You really have admitted this by your compensatory grants.

**Hon. Mr. McNie:** Admitted what?

**Mr. Laughren:** Pardon?

**Hon. Mr. McNie:** I wonder if we understand what you are saying. We have admitted what by our compensatory system?

**Mr. Laughren:** You have admitted that the BIU formula grant system doesn't work when enrolment falls off or when there is no growth.

**Hon. Mr. McNie:** We have always had some form of compensatory grant even when enrolment was increasing.

**Mr. Laughren:** Yes, but that doesn't mean—

**Mr. Bounsall:** Not always.

**Hon. Mr. McNie:** No, but for some considerable time in this decade.

**Mr. Laughren:** It doesn't mean, Mr. Minister, that you are going to keep enlarging the compensatory grants, surely, because of the failure of formula financing? This is the problem.

**Hon. Mr. McNie:** There have always been extenuating circumstances which warranted some assistance other than the formula.

**Mr. Laughren:** I would suspect that if enrolment remains on the same sort of trend it is on now there will be more and more extenuating circumstances, particularly with the emerging universities. You know, that emerging term is beautiful; it is like a coming out. It has always appealed to me.

I wondered if there would be some kind of sonic boom when they emerged.

**Hon. Mr. McNie:** The deputy says that is no longer fashionable. We have abandoned it.

**Mr. Laughren:** Compensatory grants! It is much more Keynesian than was emergence.

**Mr. Bounsall:** The sonic boom is when the money goes to raise the cost and the compensatory grant goes to zero.

**Mr. Laughren:** What bothers me about the preoccupation of those in the post-secondary community with all these matters mundane or financial—I had better call them that—is that they will dominate, and more exciting ideas in post-secondary education will remain on the shelf and the whole system will stagnate. I know that is a terribly pessimistic and gloomy attitude but I think that it is going to take some kind of jolt by your ministry to turn it around. I don't think the jolt is compensatory grants.

If I am correct in my assessment about the COPSE report I think that it will receive token acknowledgement by your ministry—I will come back to that word token in a minute too—and then it will rest in peace. Prof. Thelma McCormack of York University had a good comment on it when she asked this question: "Will the Wright report, like the Carter report on taxation, and more recently the Croll report on poverty, become a beautiful statement of what might have been?" I hope you remember that quote because I think it indicates—

**Hon. Mr. McNie:** Are you saying that this COPSE report is something beautiful that might have been? Are you identifying yourself, then, with the COPSE report in that respect, liberal, egalitarian—

**Mr. Laughren:** Yes, there are some beautiful recommendations in there. There are ones that I find terribly repugnant. I wouldn't expect you to buy the entire package any more than I would expect you to identify me with the entire package, Mr. Minister. We are much too political for that, I would think.

**Hon. Mr. McNie:** Speak for yourself!

**Mr. Laughren:** And I would like some indication from the minister, besides a reassurance that he is looking at the report, on what his plans are in terms of implementing some of the key recommendations. Do you have a programme for staged implementation? Are you looking at certain aspects of it first? What do you intend to do with that COPSE report, because I think it is a pretty important document? I will look forward to hearing something in your reply.

It is ironic that the planning which the COPSE report talks about should come at a time when the entire problem of employment for that age group, 18 to 24, is such a serious one. I suppose the problem for graduates in general and for our post-secondary students is a serious one.

This afternoon, totally unsolicited, a gentleman wearing a Government Services uniform stopped me in the hall out here and told me about a son of his who had a doctorate and had to teach in the United States because there was no opportunity at all for him to get a job here. I use that just as an example.

I hope the more progressive recommendations in that report will receive some serious consideration from you, and not in terms of 1980 but fairly quickly so that we can have a post-secondary system which has some kind of new vigour to it. I really think it needs it. One with less elitism; that is the part which really bothers me about our post-secondary system.

**Hon. Mr. McNie:** Mr. Laughren, can we expect from the NDP suggestions as to what recommendations might appropriately be implemented and those which might be ignored?

**Mr. Laughren:** Yes, I would be delighted. I am going to give you one in a moment, Mr. Minister.

**Hon. Mr. McNie:** There are 90-odd, I believe.

**Mr. Laughren:** Yes, there is more than one I would like to see implemented.

**Hon. Mr. McNie:** We are getting suggestions in. We have had them in from quite a number of parties now.

**Mr. Laughren:** Have you? Don't worry, I shall not neglect you.

**Mr. Cassidy:** Can we expect from the government some indication of which ones you intend to implement and which ones you intend to reject and which ones you are neutral about?

**Mr. Chairman:** Order please! The opening remarks should really be kept to generalities and the minister will respond, presumably, when the votes are discussed.

**Mr. Laughren:** I didn't ask him to respond; not immediately!

**Mr. Chairman:** I know; I am just talking about the interjections.

**Mr. Laughren:** I don't object to his interjections; it is quite all right. It makes him seem more parlour-room—

**Hon. Mr. McNie:** It winds him up!

**Mr. Laughren:** The COPSE report addresses itself to six goals of the post-secondary institutions and I want to deal with a couple of them. The six, for those who haven't read the report—there might just be some around you, Mr. Minister—are accessibility; diversity; flexibility; transferability; equity; and public and social accountability.

I see two of these as being absolutely critical since you asked for specific recommendations. One is accessibility. Part of my character, being a socialist I suppose, is that accessibility is of paramount importance to me.

**Hon. Mr. McNie:** It seems to me I have heard that word before.

**Mr. Laughren:** Which one, paramount or socialist?

**Hon. Mr. McNie:** Accessibility.

**Mr. Laughren:** Accessibility? I see. I would like to read one part of the report in which it says:

The system must be open to all those citizens who are willing and able to bene-

fit. Access must be broadened to include all interested adults to provide for part-time and in-training learning and to make education available to individuals and groups who have hitherto been neglected by the post-secondary system.

That is a pretty nice statement to make but surely it is not the kind of goal which is beyond the capacity of this province?

Since capital costs, construction costs, are going to level off dramatically, surely some of what would have been directed into those if they hadn't levelled off is available—as the member for Sarnia indicated, there was every belief within your ministry that it was not going to level off and therefore there would be increasing capital cost—it is not as though we are saying this ministry should receive a share greater than the province could ever have anticipated. That is not the case at all.

What I'm saying is that those resources should be directed to the post-secondary institutions to make them more accessible; and for God's sake not to build more walls.

I've listened to all the arguments about loans, grants and accessibility, elitist education; but none of them really deals with accessibility. I think there is only one way to make post-secondary institutions truly accessible and that's the elimination, the abolishment of tuition fees entirely.

I know that probably jars your sensibilities, but I can assure you that I have no illusions about it changing the structure of our society dramatically; I am not that naive. But I think it would be one contributing factor. It would give to people from low- and middle-income families something that their wealthier friends have always taken for granted; and that's a full secondary education—no questions asked. And that is certainly not the system today.

It really is a hoax to trumpet the accessibility of our post-secondary institutions and then tell the students that the first \$800 is a loan that they are going to have to repay. That really is offensive. Regardless of whether you call it a loan that must be repaid upon graduation, or whether you use the CORSAP—the contingency repayment plan, where they pay it back after they graduate, dependent upon their income—it's indisputable that some students will graduate with a debt and others will not.

How the heck is that equitable? You cannot justify that in terms of equitability. It's also a fact that students from low-income families fear debts, and therefore they are discouraged from even attending the post-

secondary institutions in the first place. I don't think that's disputable either.

So the cycle continues. You have sons and daughters of university graduates attending university and so forth; that's the cyclical aspect of it. And everybody decries the cyclical aspects of poverty and all the attendant attitudes that go with it, but they are not willing to do anything about it. It would be foolish, of course, to say that abolishing tuition fees themselves would turn the province around—I wouldn't be so silly. But it would be one plank in that platform, and I think you should take it.

As I said earlier, it is certainly within the capacity of this province to do it. I find the contingency repayment plan just totally unacceptable.

The second major goal enunciated by the COPSE report I want to talk about is equity, and I quote once again from it:

Disadvantaged individuals and groups should receive special attention in order that they may have effective opportunities for higher skill and learning development and thus achieve standards of equality.

I must say that the commission is right on when it singles out three groups who have not been able to, for various reasons, participate fully in our post-secondary institutions.

**Hon. Mr. McNie:** Mr. Chairman, if I may, on a point of clarification. You might be giving the impression you are talking about the COPSE report throughout this discourse; but you moved from the COPSE report to a subject that was quite removed from the COPSE. There is no elimination of fees indicated in the COPSE report, quite the contrary.

**Mr. Laughren:** I'm saying—

**Hon. Mr. McNie:** Now you are back to the COPSE report again.

**Mr. Laughren:** Yes.

**Hon. Mr. McNie:** I just wanted to make sure that you understand.

**Mr. Laughren:** Yes, quite right. I certainly wouldn't want to align myself with the COPSE recommendations on tuition fees.

**Hon. Mr. McNie:** Everyone else might not know.

**Mr. Laughren:** Terribly reactionary!

The three groups that haven't been able to participate are Franco-Ontarians, women



and our native people. And, for example, at the present time, there are—

**Mrs. M. Campbell (St. George):** A pledgel

**Hon. Mr. McNie:** I knew that would get a rise.

**Mr. Laughren:** I am going to get to this motley crew in a minute, don't worry.

**Mrs. Campbell:** Good!

**Mr. Laughren:** At the present time there are two, I believe, designated bilingual universities and one community college in the province. I think it's Ottawa and Laurentian Universities, and I believe Algonquin is the only bilingual community college. But thanks to the totally inadequate bilingual grants, there really is only one bilingual university in this province, and that's Ottawa. By no stretch of the imagination can Laurentian University be considered a truly bilingual university.

And I can tell you that I was just beside myself when I saw what you'd done with the grants that went to Laurentian for bilingual purposes this spring. That indicated an insensitivity on your ministry that defies description. It's fine to say that you righted it by restoring it to its previously totally inadequate level; but that's not enough.

**Hon. Mr. McNie:** Who said it was totally inadequate?

**Mr. Laughren:** I am saying it's totally inadequate. And the Franco-Ontarians in the Sudbury Basin will tell you it's totally inadequate. I have told you it's totally inadequate.

**Hon. Mr. McNie:** They are not using it.

**Mr. Laughren:** How the heck can they use a bilingual grant that doesn't allow them to set up bilingual programmes? I would defy you to go into that university and set up bilingual programmes not knowing how much your enrolment was going to be.

Unless you guarantee a certain number of BIUs in those programmes, you're never going to have Laurentian as a bilingual university. And you've got to make that commitment or you might just as well forget it, because it's not within the means of that university under its present bilingual grants to operate as a bilingual institution. It's just not possible.

But what makes it worse is that now the Ministry of Education is committing itself to supplying funds for bilingual secondary

schools, and there are five of them in the Sudbury Basin now. I would predict that there is going to be the kind of demand at the post-secondary level that you're getting now in the secondary schools, and those are justifiably strident. They are going to get more so and they are going to move up into the post-secondary level, and that's the way it should be in this province.

But unless you move on it and provide some bilingual balance in the post-secondary field, in for example Laurentian University, you are just asking for trouble; and then you'll run around stomping out fires with a taxi-cab, and that's not going to be enough.

I would suspect that as long as Laurentian, with its present enrolment of under 2,000 students, remains a small university, it can never operate under the present grant structure. I would suspect that maybe the University of Toronto could, because of its enormous size and its drawing power among students, but, you know, that is not where the bilingual university should be.

I think what has to be taken into consideration is that you are dealing with a very small university, with a very limited enrolment, and it's going to take special consideration to make it a bilingual institution. It's going to take a real commitment, I think, on your part.

The same can be said for Cambrian College. There's a recommendation in the COPSE report that Cambrian be designated a bilingual institution, and I think it should be as well. But there is no way Cambrian can do it under the present grant structure either, and I am sure they have told you that by now. I think that the ministry has an obligation to fund the cost of launching bilingual programmes. One way would be to pay them BIUs on a guaranteed 20 to 25 students per course. But it has to have some kind of continuing commitment on your part, otherwise it will never get off the ground.

**Hon. Mr. McNie:** Just for your information, Laurentian has been asked to give us the costs of their bilingual programmes. They've agreed to, and we are very happy to get it.

**Mr. Laughren:** To get what?

**Hon. Mr. McNie:** To get the costs.

**Mr. Laughren:** Yes, you'll get the costs, but will you then fund them?

**Hon. Mr. McNie:** Well obviously we wouldn't be asking them to put up the costs of the programmes. Ottawa did this and—

**Mr. Laughren:** Yes.

**Hon. Mr. McNie:** —as you have recognized there is a first class bilingual programme there. But we'll respond to them there, in detail.

**Mr. Laughren:** Good, because I'll tell you that you should be ashamed of the fact that in this province only one-half as many Franco-Ontarians have university degrees as do Anglo-Ontarians. Not you personally, Mr. Minister, but if you can do something about it and don't then you should be ashamed of yourself. Because there is no need for that, there is no justification for that. And those figures come right from the report itself.

I suspect there is also much to be said for the Cornwall campus of St. Lawrence becoming a wing of Algonquin and becoming bilingual. I think that makes a lot of sense. I think possibly North Bay and the new Canador college should be declared bilingual. That was also recommended.

To go beyond the post-secondary level, I'd like to illustrate an example of how the Canada Manpower programme, which you participate in through the community colleges also discriminates against French Canadians.

There was a man, I believe he was 49 years old, who had been a heavy equipment operator for 30 years. The company he was with went out of business. So he went to Canada Manpower and said: "I'd like a job as a heavy equipment operator." And they said: "Well, that's fine, but first of all you will have to go and get your papers from the province." And he said: "But I never had papers before." They replied: "Yes, but things have changed since you started and now you have to have papers." So he asked them what he had to do. Their reply: "Well, you go over to Cambrian College to the Canada Manpower programme there and you take a test." He was a French Canadian, by the way.

So, of course, the first test they gave him was an academic upgrading test. I believe that's what they called it. They gave it to him in English and he failed it miserably. He failed English and one other subject.

**Hon. Mr. McNie:** Did he have a choice of taking it in English or in French?

**Mr. Laughren:** No, he did not. He asked for it in French and was told French was not available. So he objected and they said: "Well we're sorry that is all there is to it."

**Hon. Mr. McNie:** Was it available in French nearby?

**Mr. Laughren:** No, it wasn't available anywhere in the province as far as I know. He said: "Where do I go from here?" They told him: "Well you have to take grades 1 to 6, academic upgrading. If you pass them you can go into grades 7 and 8. And if you pass them we'll let you into the programme for heavy industrial equipment training." Isn't this offensive, Mr. Belanger?

**Mr. J. A. Belanger** (Prescott and Russell): Very!

**Mr. Laughren:** If he passed all those they would let him take the training course.

Of course the man was appalled. There was no way that he could go back to school and start at grade 1. It really was an insult. He'd operated heavy equipment for 30 years and Canada Manpower, in conjunction with the college and university ministry, are very effectively keeping that man out of the work force, when both are supposed to be doing exactly the opposite. It is just incredible.

**Hon. Mr. McNie:** Were representations made on his behalf?

**Mr. Laughren:** Absolutely, and they were made—

**Hon. Mr. McNie:** To us, to our ministry?

**Mr. Laughren:** Yes.

**Hon. Mr. McNie:** How long ago was this?

**Mr. Laughren:** I would say about six months. I don't know if there is anybody here who got the correspondence, but they were also made to Cambrian College. And apparently nothing could be done.

What makes it so awkward is the federal and the provincial involvement in that programme. Each one passes the buck to the other and nothing happens. Because it's not available in French. That really is most offensive to Franco-Ontarians. I'll move on to the discrimination against women for a moment—one of my favourite subjects. I don't think anyone can dispute—the member for Oxford, by the way, feels that the discrimination against women in this province is justified, particularly by professional groups. And I'm sure he will be interjecting, because he really does get upset about this.

**Mr. Chairman:** I think he said that women were one of his favourite subjects.

**Mr. Parrott:** You are absolutely right. I am all ears.

**Mrs. Campbell:** Yes, I think you are right; you are.

**Mr. Laughren:** Well, he is probably one of Ontario's greatest locker-room boys.

**Mr. Parrott:** I beg to take exception to that. Those remarks are personal and I don't think they are in order.

**Mr. Chairman:** I think the member for Oxford was being agreeable, and I really don't think we should have any—

**Mr. Laughren:** Well, maybe the member should stay out of the debate.

**Mr. Chairman:** Order please!

**Mr. Laughren:** That's a Scott Young phrase that I borrowed, Mr. Chairman. I would like to indicate to you how discrimination appears in the post-secondary field and to what extent.

According to Statistics Canada, 35 per cent of full-time enrolment in Canadian universities in 1970 was comprised of women. Their projection for 1980-1981 indicated only a slight improvement to 39 per cent.

The picture at the graduate school level is even worse, with only 21 per cent of enrolment being female in 1968. Even more dismaying is the fact that in 1928, 28 per cent of university graduate enrolment was female. In 40 years this is a decline of seven per cent in graduate enrolment, despite the fact that girls generally perform at a higher academic level in our secondary schools.

At the doctoral level in Ontario, only nine per cent of doctoral degrees awarded in 1970 were to women. Of 16 selected years between 1931 and 1970, inclusive, only 230 doctoral degrees were awarded to women out of a total of over 3,500 awarded. And when one talks about the salaries—

**Hon. Mr. McNie:** That's actually higher than the percentage of women that are represented in the New Democratic caucus.

**Mr. Laughren:** Well, it's not because we didn't try, Mr. Minister. The conditioning that goes on in our society takes a great deal of work to overcome.

**Hon. Mr. McNie:** Believe me, we tried, too, to get members on some of these committees.

**Mrs. Campbell:** You did?

**Hon. Mr. McNie:** Oh yes.

**Mr. Laughren:** If I could refer for a moment to the salaries in our post-secondary institutions. In 1970-1971, men with a doctorate degree earned 13.5 per cent more than women with a doctorate, while men with lesser degrees consistently earned more than women with similar degrees.

So it's there whether you are talking about the student body or whether you are talking about teaching. And you as the minister can shrug your shoulders and your officials can shrug their shoulders and say: "Well, it's not our responsibility, that's the conditioning of our society for the past few hundred years." Well, I am going to indicate to you just why it is your responsibility.

The sheet you handed around at the beginning of the meeting, I assume, lists the people who run the Ministry of Colleges and Universities. There are 27 names on this list, Mr. Minister; one is a woman. Is Mrs. Pulford here?

**Mr. E. R. Good (Waterloo North):** That's as bad as the UAW; they don't have any.

**Mr. Laughren:** Join the locker-room boys, Eddie; go over and sit with the locker-room boys! That's the kind of comment that's very constructive to the cause of removing discrimination.

**Mr. Good:** You haven't got a woman in the UAW.

**Mr. Laughren:** What does that have to do with the debate concerning discrimination in colleges and universities?

**Mr. Good:** None at all.

**Mr. Laughren:** No, but you'll get lots of support over there. And the provincial secretary might even—

**An hon. member:** What is this?

**Mr. Laughren:** Where is that report you promised us by the end of April?

**Mr. Chairman:** Order, please! The provincial secretary is not here to be questioned.

**Hon. R. Welch (Provincial Secretary for Social Development):** At the printers!

**Mr. Laughren:** Oh, the printers! I thought you said at the bridge.

So out of 27 leading officials, if that is the right term, you have one woman—and she isn't here. That's incredible. There are no women in this ministry at the post-secondary



level of education in this province. I hope your boss sitting over there takes note of this.

**Hon. Mr. McNie:** Now, being fair, you would want to recognize that the—

**Mr. Laughren:** No, just a minute, Mr. Minister. I hope also that if he decides that he is going to make it less discriminatory, don't discriminate against the engineers entirely. There are some good ones. Despite my disparaging remarks about engineers, there are some good ones.

**Hon. Mr. McNie:** You would want to recognize, in fairness, that the chairman of the Committee on University Affairs is a woman.

**Mr. Laughren:** There are not many women engineers, either.

**Hon. Mr. McNie:** And that is a very responsible body.

**Mr. Laughren:** What's that?

**Hon. Mr. McNie:** The Committee on University Affairs.

**Mr. Laughren:** I'll get to those, too. The Committee on University Affairs—here it is, right here. There are 13 members on the Committee on University Affairs, and from what I can gather, unless there has been a change in the last couple of months, there are three women. You are intent on perpetuating the system, aren't you?

A number of subcommittees of the Committee on University Affairs: The joint subcommittee on finance has seven members, but no women; the joint subcommittee on capital studies has eight members, no women; the joint subcommittee on educational technology has four members, no women; the joint CUA-COU subcommittee on goals and policies of graduate development—Mr. Minister, remember those statistics about the number of post-graduates who were women? Is it any wonder?—eight members, one woman. A subcommittee on graduate studies and research—five members, one woman. And my favourite of them all, the Council of Regents—that body that directs our colleges of applied arts and technology.

Is Mr. Sisco not here tonight? Too bad. Good fellow. Fifteen members of the Council of Regents and one of them is a woman.

**Hon. Mr. McNie:** A small success!

**Mr. Laughren:** No, Mr. Minister, being a token is not a success.

**Hon. Mr. McNie:** You've got to start someplace.

**Mr. Laughren:** And that's all she is.

**Hon. Mr. McNie:** Oh no!

**Mr. Laughren:** If you think that appointing a token woman to a board or commission is a move in the right direction, or is starting in the right place, then you're entirely wrong. That indicates an attitude that is just as reprehensible as having none.

**Hon. Mr. McNie:** I was told there are four women in the Council of Regents.

**Mr. Laughren:** When were they appointed? That's very encouraging.

**Hon. Mr. McNie:** We can deal with that later. You just make your point.

**Mr. Laughren:** Yes, I certainly shall.

The Ontario Committee on Student Awards—21 members and, the latest information I have, one woman. Is it any wonder that the part-time students in this province are not getting any assistance from your ministry? Most of the part-time students are women. That's an example of how your ministry is discriminating.

Just this week, Mr. Minister, you stood up in the Legislature and you talked about a June seminar on post-secondary learning. By the way, there are 22 members on that planning committee, three are women.

Some of the topics: The changing expectations and attitudes of students—

**Hon. Mr. McNie:** That's men and women!

**Mr. Laughren:** The learning process in the age of students; teaching and research—

**Hon. Mr. McNie:** That's men and women!

**Mr. Laughren:** Activities in the universities of the future—

**Hon. Mr. McNie:** That's men and women!

**Mr. Laughren:** The needs of native peoples of the post-secondary level—

**Hon. Mr. McNie:** That's men and women!

**Mr. Laughren:** Graduate studies, what will the incentives be?

I could go on. But you know what's so ridiculous? On these different discussion topics, there are as many as nine of them occurring at the same time. Right? Now how the hell are three women supposed to spread

themselves over those nine topics at the same time?

**Mrs. Campbell:** Oh don't kid yourself.

**Mr. Laughren:** Don't hand me that nonsense. There are three people on that committee who are women, and they are supposed to cover those topics to protect their own interests. There's not a chance and you know it.

I would like to talk for a moment about the—

**Hon. Mr. McNie:** There's got to be 500 delegates and I don't see how relevant—

**Mr. Laughren:** Why did you appoint these people? What is the role of these people?

**Hon. Mr. McNie:** It's a planning committee. These were people who contributed to the programme.

**Mr. Laughren:** Exactly! Then why would they not be 50 per cent women?

**Hon. Mr. McNie:** They weren't expected to attend—

**Mr. Laughren:** Why would they not be 50 per cent women? I can't understand that.

**Hon. Mr. McNie:** You're a 50 per cent man?

**Mr. Laughren:** I'm not a quota man, period. If you're implying that you can only find three out of 22—

**Hon. Mr. McNie:** You're a 50 per cent man, is that what you're saying?

**Mr. Laughren:** I said I'm not a quota man at all. I find a quota most repugnant. Whether you're talking about—

**Hon. Mr. McNie:** That's what you said: at least 50 per cent of these should be women.

**Mr. Laughren:** —Canadian citizens in our universities or whether you're talking about appointments to boards and commissions, I'm against a quota.

**Hon. Mr. McNie:** If you mention 50 per cent—

**Mr. Laughren:** Right, because if there's not 50 per cent on there it indicates that something's wrong. Or if there is not 40 per cent, or if there's not 60 per cent. But three! That's 10 or 15 per cent. We're not talking about 80 or 90 per cent. Don't try and weasel out of it by talking about my quotas.

It's your attitudes that are responsible, not mine.

**Mr. Parrott:** Oh, gosh.

Interjections by hon. members.

**Mr. B. Newman** (Windsor-Walkerville): Stay around.

**Mr. Parrott:** It's getting too difficult.

**Mr. Laughren:** I think that the women of this province would agree.

**Mr. Cassidy:** We may get him out of the House that way, Floyd. Just keep it up.

**Mrs. Campbell:** That is a good idea, he may resign.

**Mr. Laughren:** I'd like to talk a bit about the Council of Ontario Universities. You know, the august body that, for politically sound reasons, changed its name from the Committee of Presidents of the Universities of Ontario—it sounded terribly elitist—to the Council of Ontario Universities.

**Hon. Mr. McNie:** There was another reason for that.

**Mr. Laughren:** They came up with some good ideas.

**Hon. Mr. McNie:** No, but there was another good reason for that. Are you not aware of the other reason?

**Mr. Laughren:** No.

**Hon. Mr. McNie:** Because they were joined by academics.

**Mr. Laughren:** They were what?

**Hon. Mr. McNie:** They were joined by faculty.

**Mr. Laughren:** As a matter of fact, one of the things that intrigued me was when it just consisted of the presidents, all the presidents being men of course one can understand the makeup of the council; but when one looks at the members of the Council of Ontario Universities! You know, there is an opportunity for each institution to have the president and one other member of faculty, am I correct? I believe that is the way it is set up.

**Hon. Mr. McNie:** An elected member.

**Mr. Laughren:** An elected member?

**Dr. J. G. Parr** (Deputy Minister): It is not necessarily a member of faculty, it is another elected member from the university com-

munity; and it varies from one university to another.

**Mr. Laughren:** Right! Okay!

Would you indicate to me if any of these—I am assuming all the presidents are men, now they only have initials here—would you indicate to me which ones of the following are women, because I don't know looking at the initials? Does anyone here know who the members are? I believe there is one out of the 28—

**Hon. Mr. McNie:** There must be at least two, because there were two sitting at the table with me a week ago Friday in Brockville.

**Mr. Laughren:** Maybe there are two.

**Mr. Bounsall:** Lois Smedick of the University of Windsor.

**Hon. Mr. McNie:** And somebody from the University of Guelph.

**Mr. Laughren:** They have a group called observers from the Ontario Institute of Studies in Education, the Royal Military College, the Ryerson Polytechnical Institute, and Waterloo Lutheran University. Zero to four.

They have a secretariat—ha, ha, the word secretary in there. Zero out of three.

The research division—everybody knows that women scurry around in research offices. Zero out of eight. The office of commuter co-ordinations. Zero out of four. The advisory committee of academic planning. Zero, only one member. The Ontario Universities Application Centre. Zero out of two.

Then the Council of Ontario Universities has a number of committees, boards and affiliates. Namely, for example they have standing committees and executive committees. There are a lot of committees here. Mr. Gordon, as an aside, do you know how many committees you belong to?

**Mr. A. P. Gordon** (Assistant Deputy Minister, Universities Division): That I personally belong to? Not very many now.

**Mr. Laughren:** Seventeen. I counted.

**Mr. Gordon:** That was last year.

**Mr. Laughren:** No, I don't think so.

**Mr. Foulds:** I notice you are balding a bit.

**Mr. Laughren:** Seventeen? Give him a raise.

**Mr. R. Price** (Director, Administrative Services): He got off because there weren't enough women on them.

**Mr. Foulds:** Does he get an extra per diem like the backbench Tories for every committee he belongs to?

**Mr. Laughren:** No, he just sends in for his \$300 a month too.

The executive committee, the chairman, Dr. D. C. Williams, president of Western Ontario, I guess—certainly not a woman. The committee on nominations, the chairman is the Very Rev. Dr. R. Guindon; the committee on research and planning, Dr. M. Taylor. These are all chairmen, only chairmen I am referring to now.

The committee on operating grants, Dr. J. H. Sword; the committee on capital financing, Dr. G. R. Love; the committee on student aid, Dr. I. Drummond. He is an economist, I believe—Ian Drummond.

**Mrs. Campbell:** Isn't Barry Lowes on one of those?

**Mr. B. Newman:** He missed somehow.

**Mr. Laughren:** Committee on computer services, Mr. G. Lake; the pension board for COU employees—well, the only employees are men, I suppose—chairman Dr. W. C. Wiengard; the advisory committee on academic planning, Dr. H. S. Armstrong. Then they have some standing joint committees.

**Mr. Foulds:** Joint committees?

**Mr. Laughren:** Yes, I will only list a few of them—Dr. Sword, Dr. Parr, Dr. Williams, Dr. Macdonald, Dean Watts—are some of the presidents of those standing joint committees.

Then they have special committees, and then they have boards for co-operative projects; then they have affiliates. The affiliates, for example, are the Ontario University Council on Admissions Tests, Dean Watts; Ontario Council on Graduate Studies, Dean Armstrong; Ontario Council of University Libraries—Ah-ha, you say, libraries!—Mr. G. H. Briggs; the Ontario Universities Television Council—uh-huh, the television council, Mr. Chairman—Dean W. J. McCallion; the Council of Ontario Faculties of Medicine, Dean A. L. Chute; the Committee on Ontario Deans of Engineering—I don't even have to point that one out to you—the Ontario Association of Departments of Extension of



Summer Schools—we know there is a very large number of people who attend our summer schools and take extension programmes for women—Professor J. Meeker; Ontario University Registrars Association, Mr. H. H. Dueck; Ontario Council of Library Schools, Dean W. J. Cameron; Committee of Deans of Ontario Faculties of Law, Dean Friedland; Committee of Finance Officers, Mr. A. B. Larose; Council of Deans of Arts and Science of Ontario Universities, Dean Watts; Ontario Council of Directors of University Schools of Physical Education Task, Dean Zeigler; Ontario Council of University Health Sciences, Dr. J. D. Hamilton; Ontario Student Affairs Association, Mr. T. Lacombe; Association of Deans of Education in Ontario Universities, Dean Angus; Ontario Association of Schools and Departments of Architecture, Mr. D. Shadbolt. Maybe one of those I listed is a woman. I'm not sure.

**Mrs. Campbell:** One "Mr." could have been a "Ms."

**Mr. Laughren:** Is there one? Which one? I must—

**Mr. Gordon:** That must have been Meeker from Brock.

**Mr. Laughren:** Well, good for her! That's encouraging. It really is encouraging. I'm delighted.

Anyway, that's the kind of structure there is at the top in post-secondary financing.

Let us filter down to where the action is, shall we, to the boards of governors of the universities. They are a delightful group. I'll only talk about the appointments by the Lieutenant Governor in Council. Okay? We won't attach blame at this point to appointees by the universities or the municipal councils and anything like that, just those appointed by the Lieutenant Governor in Council.

The University of Guelph—one of the more progressive institutions—two out of five; the board of governors of Lakehead University—zero out of four; Laurentian, one out of six.

Speaking of Laurentian, something jolted there; perhaps because I am so close to it. Do you know that in Laurentian University, given the community in which it is located, incredible though it may be, there is not one single labour representative on that board of governors? And you wonder why I say that our post-secondary system is elitist and that it perpetuates a reprehensible system.

That's why—not a single labour representative!

Then do you know what they did? Let me give you a little tidbit that's just breaking now in Laurentian. There was a member of the board of governors—I don't think he is a member right at this time, but he was very recently a member of the board of governors; he may still be, but I don't think so. There was a job opening advertised in the paper for a director of services, I believe that was the title. I think the pay was \$9,000 to \$12,000. The man who had it previously quit and was going elsewhere. A former member of the board of governors applied for the job and got it. The job was reclassified, the job description changed, the salary doubled, and the former member of the board of governors hired.

**Mrs. Campbell:** When was he defeated?

**Mr. Laughren:** The word is incestuous. It is!

That's what happens. The whole system is self-perpetuating. I suppose if you're part of that system you don't want to change it, but I think it's up to you. You have an obligation to change a system that is that self-perpetuating. It's not open.

I defy you to give me any explanation or justification for having a board of governors in any community, let alone Sudbury, with no labour representation. That is appalling. Where do you think the funds came from? They knocked on labour's door when they were looking for funds for that university. I doubt if they missed a door. But they're not there when it comes to take part in running that institution. They don't allow labour to be there.

**Hon. Mr. McNie:** Have you talked to the president of Laurentian in that connection?

**Mr. Laughren:** Yes, sir.

**Hon. Mr. McNie:** What was his response to you?

**Mr. Laughren:** He agreed with me.

**Hon. Mr. McNie:** Did he recommend somebody that would appropriately represent labour?

**Mr. Laughren:** He didn't recommend anyone, although I think there is an opening—probably that fellow who got that job.

**Hon. Mr. McNie:** Maybe what we need is a woman in labour.

**Mr. Laughren:** Yes, that's right.

**Hon. Mr. McNie:** Sorry, I couldn't resist that.

**Mr. Laughren:** That's bad! Mr. Minister, I wish you'd treat this whole problem more seriously.

**Hon. Mr. McNie:** I do treat it very seriously. Mrs. Campbell doesn't agree with me, but we do.

**Mr. Laughren:** Now I know what you meant by your pearls. That was one of them.

**Mr. Foulds:** It sounded more like an oyster to me.

**Mr. Laughren:** If I could move on from Laurentian for a moment to the board of governors of the University of Ottawa.

**Hon. Mr. McNie:** I think it should be recognized from the outset that you are dealing here with figures. I'm not sure where you got these figures and what date they are, but these appointments are all for extended periods. To the extent that we have been able, as the appointments have been coming up, we have been making improvements, both in the labour and in other respects, to the representation on these boards.

**Mr. Laughren:** I'd like to take that statement at its face value, but when I see you make these kinds of announcements as recently as today—

**Hon. Mr. McNie:** What kind of announcements?

**Mr. Laughren:** —concerning the June seminar on post-secondary learning, I can't take that statement the way you would like me to take it.

There are vacancies occurring all the time in the post-secondary education boards of governors field, aren't there? I'll bet you there's not a month goes by there is not an appointment filled by the Lieutenant Governor in Council on a board of governors of some institution in this province, whether it's a cultural or an academic one. Don't tell me that you are moving to change a system that is so discriminatory. I'm from Missouri.

**Hon. Mr. McNie:** One of the most effective spokesmen in the University of Toronto senate is a young lady from Hamilton.

**Mrs. Campbell:** That we wouldn't doubt.

**Mr. Laughren:** May I get to Toronto? In the University of Ottawa, one out of five members of the board of governors is a woman; the governing council of the University of Toronto, two out of 16; the board of governors of the University of Waterloo, one out of eight; the board of governors of the University of Western Ontario, one out of five; and the board of governors of the University of Windsor, one out of five. Let's get into some cultural institutions: board of trustees of the Art Gallery of Ontario, three out of 10; the council of the Ontario College of Art, two out of seven; the board of trustees of the Royal Ontario Museum, three out of 15; the board of governors of Ryerson Polytechnical Institute, two out of nine; the Province of Ontario Council for the Arts, three out of 12; the Ontario Heritage Foundation board of directors, two out of 11; and the board of trustees of the Ontario Science Centre—are you ready for this one?—one out of 20. Is that five per cent?

**Mr. Cassidy:** Yes.

**Mr. Laughren:** With all these engineers sitting around, my figures are right.

The McMichael Canadian Collection board of trustees has one out of seven; and the Ontario Provincial Library Council, one out of seven.

That is really an insult! You know what's more than an insult? All those ones. How can we believe that there is anything but a token commitment?

Well let's leave those for a minute. The date that I obtained those figures was April 12 this year. Just look at the—

**Mr. Chairman:** Mr. Laughren, it is 10:30 p.m.

**Mr. Laughren:** Well, I have got so many other things.

**Mr. Chairman:** Are you able to reach a point where you can properly end so that we can adjourn?

**Mr. Laughren:** Well, adjourn? Yes, I would adjourn it. When are we sitting again?

**Mr. Chairman:** We will be sitting again tomorrow after the question period until 1 o'clock.

**Mr. Laughren:** Okay, I will continue then.

**Mr. Chairman:** The meeting is adjourned until after the question period tomorrow.

The committee adjourned at 10:31 o'clock, p.m.

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# Legislature of Ontario

## Debates

### STANDING COMMITTEE ON SUPPLY

Estimates, Ministry of Colleges  
and Universities

Chairman: Mr. S. B. Handleman

OFFICIAL REPORT — DAILY EDITION  
Third Session of the Twenty-Ninth Legislature

Friday, June 1, 1973

Speaker: Honourable Allan Edward Reuter  
Clerk: Roderick Lewis, QC

OFFICE OF THE SPEAKER  
PARLIAMENT BUILDINGS, TORONTO  
1973



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(Daily index of proceedings appears at back of this issue.)

# LEGISLATIVE ASSEMBLY OF ONTARIO

FRIDAY, JUNE 1, 1973

The committee met at 11:10 o'clock, a.m., in committee room No. 1; Mr. S. B. Handleman in the chair.

## ESTIMATES, MINISTRY OF COLLEGES AND UNIVERSITIES (continued)

**Mr. Chairman:** The meeting of the standing committee on social development will please come to order.

When we adjourned last night, Mr. Laughren, I believe, was drawing to a close in his introductory remarks, and he has the floor.

**Mr. F. Laughren (Nickel Belt):** You hope I was drawing to a close.

**Mr. Chairman:** I believed that, but I'll accept a correction if that is necessary.

**Mr. Laughren:** Do you wish to proceed without a quorum?

**Mr. Chairman:** As I understand it, the rules are that we may proceed without a quorum, but if any member wishes to call a quorum he may do so, and we call in the members.

**Mrs. M. Campbell (St. George):** Well, we usually speak to only three people. Carry on.

**Mr. Chairman:** Okay Morty!

**Mr. Laughren:** I think we should proceed.

**Mr. Chairman:** Carry on, Mr. Laughren.

**Mr. Laughren:** Last night I was documenting the type of discrimination that occurs in the post-secondary field by the lack of appointments of women to boards and commissions—indeed even in the employment within your ministry, Mr. Minister.

I should point out before I begin my remarks this morning that there seemed to be a question last night about a quota system. I can assure you that there is very little that I find appealing about a quota system of any type—that is, making an assumption at the beginning that in order to find capable women to fill certain positions there has to be a

quota. In other words, that you would be dredging up people who would not otherwise be capable. That, I do not believe to be the fact. I don't think that there is any reason to believe that that is the case in this province, with the kind of capable people we have of both sexes.

I was beginning to talk about the Colleges of Applied Arts and Technology, which I think are particularly guilty in discriminating against women both in employment among the student body and in the kind of appointments that are made to their governing bodies. I want to talk in particular about the boards of governors of the colleges in the province. The figures that I'll use were for January, 1973, so there could very well have been the odd change, but I think that it indicates the overall picture that I want to present.

In total, on Jan. 1, 1973, there were 258 members of the boards of governors, and only 31 of them were women. But it is the token aspect of the appointments of women to these boards that I find most repulsive. The whole idea of appointing one woman to every board of governors in the 1970s is something that you and your ministry should be ashamed of. I trust that you are going to move on that in the days ahead.

For example, Algonquin College of Applied Arts and Technology, one woman out of 12; Cambrian College of Applied Arts and Technology in Sudbury, one woman out of 12; Canadore College of Applied Arts and Technology, North Bay, one woman out of 12; Centennial College of Applied Arts and Technology in Toronto, one out of 11; Conestoga College of Applied Arts and Technology, one out of 11; Confederation College of Applied Arts and Technology; one out of 11.

Durham College of Applied Arts and Technology, one out of 12; Fanshawe College of Applied Arts and Technology, two out of 12. There is a benchmark. See, you have got something to aim for now. Two out of 12; George Brown College of Applied Arts and Technology, one out of 12; Georgian College of Applied Arts and Technology, two out of 12; Humber College of Applied Arts and Technology, two out of 12; Lambton College of Applied Arts and Technology, two out of 12.



11; Loyalist College of Applied Arts and Technology, two out of 11; Mohawk College of Applied Arts and Technology, one out of 12; Niagara College of Applied Arts and Technology, two out of 12; Northern College of Applied Arts and Technology, one out of 12; St. Clair College of Applied Arts and Technology, two out of 12; St. Lawrence College, two out of 12; Seneca College, one out of 12; Sheridan College, two out of 12; Sir Sanford Fleming College, one of 12; the Soo College, one out of 12.

That is the pretty picture in the Colleges of Applied Arts and Technology. It seems to me, Mr. Minister, that what has obviously been done is that in an attempt to camouflage or disguise a blatant discriminatory practice within your ministry you have resorted to the equally reprehensible practice of appointing one token woman to the boards, or in some cases two.

I assure you that in my mind, and I assume in the minds of a lot of women across the province, that is just as repugnant as having no women on the boards, because how does that woman who gets appointed to a board or commission know that she is being appointed for her ability or for her potential? How is she to know that? There is no way. She must be living with that feeling that there she is, the token woman. Mind you that could apply to the cabinet as well.

**Hon. J. McNie** (Minister of Colleges and Universities): Or to members of the House who are elected. For instance, I was talking not long ago to one woman cabinet minister from another province that boasts an NDP government, who wondered at the time whether she in fact had been chosen because of her capacity or because of—you used the word—tokenism.

**Mr. Laughren:** Yes.

**Hon. Mr. McNie:** I choose to believe because of her capacity.

**Mr. Laughren:** I would hope so. Believe me, Mr. Minister, if a province has a New Democratic Party government, it in no way means that the same thing could not occur, although I would hope that the policy conventions on which our party bases its policy would make sure that that didn't continue. We have a very democratic process of determining that.

**Hon. Mr. McNie:** The only thing I am suggesting is that what we are working at here—and we are working at it, and I'm going to demonstrate this — is to correct

something which I think an article in the *Globe and Mail* indicated is the long-standing and traditional problem. The CBC had a broadcast the other night with four NDP spokesmen on Alan Anderson's show discussing the problem of trying to get trade unionists' wives to vote NDP. They recognized that there were some problems in getting them as persuaded as their husbands to the point of view, or to the need for their being involved in the process.

**Mr. Laughren:** One should never underestimate the effect of centuries of conditioning in our society that very often determines the participation by women.

**Hon. Mr. McNie:** I thought you were going to say no one should underestimate the power of a woman.

**Mr. Laughren:** I wouldn't do that either. But I think that what I am trying to tell you is that the Ministry of Colleges and Universities should be providing the leadership in this field in breaking down those old discriminatory practices and those stereotypes that have been so prevalent in our society—not just following along with them.

I suspect that when the Ministry of Education estimates come up that there will be an opportunity at that point to look at the real culprit, more so than the Ministry of Colleges and Universities, because it is within that ministry that they have the power to affect the minds of the younger children, and to erase the stereotypes that are present in books and in many areas of education, including the sports activities in the schools. That is where I think the real change in direction has to occur.

But certainly that does not give you or your ministry the right to cop out in your responsibilities in this respect either. As a matter of fact, I am sure you could set a kind of example that would embarrass the Ministry of Education, and what better ministry to do it than the post-secondary field.

**Hon. Mr. McNie:** As I suggested yesterday, I think one very important aspect is that we have a chairman of what we consider to be the most important single advisory committee, certainly in our ministry, who is a woman.

**Mr. Laughren:** Does that refer to CUA?

**Hon. Mr. McNie:** That's right!

**Mr. Laughren:** Well, it may be an influential body, but perhaps later in the debates we will discuss how meaningful its role is

and to what extent you do indeed bring it into the decision-making within the ministry. I agree with you, it should be a very influential body within your ministry and maybe someday it will be. I look forward to that day.

**Hon. Mr. McNie:** I'm sure they do, too.

**Mr. Laughren:** I'm sure they do.

The other group of people that I indicated needed to participate more fully in the post-secondary field is native peoples. I have indicated to you the Franco-Ontarians are not getting their fair share and women are not getting theirs. The native peoples, as well, are being neglected.

That, I see as being an extremely difficult area in which to move positively. I, for one minute, don't underestimate the difficulty you will encounter there. Personally, I would be much more sympathetic to the problems that you may encounter there, than I am to the problems that you might say you are encountering in trying to bring women more into the decision-making process in your ministry.

I think it is a tremendously difficult problem, involving our native peoples in a meaningful way. One way, perhaps, has to be to eliminate the traditional requirements for our native peoples to attend our post-secondary institutions. I think that one must surely consider the kind of environment and the kind of culture with which our native peoples live and have lived all their lives, and consider that more of an asset rather than as a liability, which I think at the present time is the case.

I hope that you would move in in that area in a very positive way. I am sure that people would give you all the assistance that they could provide. Certainly the Ministry of Community and Social Services, through its Indian development branch, can provide some expertise for you in how to involve them in anything you might be trying to do.

I would like to leave the COPSE report for a moment and talk about another issue that crops up in this province frequently. Indeed, in the past six months it has received a considerable amount of discussion in the media and among select committees. That's the problem of non-Canadian faculty in our post-secondary institutions.

There is a very strong, very aggressive campaign being waged now called "The 85 per cent quota campaign," and just as I found the quota for women in positions

in the ministry repulsive, I find a quota on non-Canadian faculty in our institutions repulsive.

But still we must recognize the situation in some faculties within our universities, more so than in our community colleges—for example, in the humanities faculties the figures I have are that 57.8 per cent of the faculties in humanities and 57.6 per cent of faculties in social sciences were Canadians, which would mean that between approximately 40 and 45 per cent were non-Canadian in those very sensitive areas of post-secondary education.

I would hope that our post-secondary field has reached the stage of maturity when it no longer requires the importing of expertise from abroad.

If, after the massive expenditures of funds in the post-secondary field in the past 10 or 15 years, we still require help from abroad to man our post-secondary institutions, then there has been a mass maldistribution of funds, and that surely is not the case today.

I don't believe that we don't have the calibre of people to staff our universities. The Chairman of this particular committee, Mr. Handleman, I think was on the select committee for economic and cultural nationalism, and I am sure he is aware of this problem as well.

I don't believe in the quota system of 85 per cent. Perhaps the answer, rather than a quota, is to give the present non-Canadian faculty members the option of becoming Canadians within a certain number of years if they wish to remain as members of our faculties, and also to initiate a moratorium. You know, you would feel quite at home with this, with your experience with the capital expenditure moratorium.

We could institute a moratorium on the hiring of non-Canadian faculty, and in particular, faculty who are to be appointed chairmen or deans. I think it's a well-known fact that when they get appointed to these positions of influence, they in turn hire their friends—who may be very well qualified, but that's not the issue here. The recent appointment of a non-Canadian, an American, to the presidency of York University—

**Hon. Mr. McNie:** Acting president.

**Mr. Laughren:** —acting president of York University, I think was an insult. It has nothing to do with the capability of Dr. Yolton, nothing at all. It is the fact that surely there was a Canadian who could have filled that position.



**Mrs. Campbell:** Would you believe Barry Lowes?

**Mr. Laughren:** No, I wouldn't believe Barry Lowes. But it is really simply a case of making it mandatory to have Canadians running our Ontario universities. It is as simple as that. Just because we are an economic colony of the United States doesn't mean we have to be a cultural colony as well.

**Hon. Mr. McNie:** Personally, I thought that was a rather ingenious approach and most of the responsible people up at York, including some who might be regarded as the dissident faculty, thought so too, while they are searching for Canadians who have the qualifications to cope with that campus up there.

**Mr. Laughren:** The only thing that bothers me about that kind of position that you have taken is, what is to stop our post-secondary institutions from appointing a whole series of acting chairmen, acting deans and acting presidents, while you search for a Canadian to fill the positions? I don't believe that that's necessary. I think that we have got to resist with all our strength the temptation to make the easiest appointment to these positions.

**Hon. Mr. McNie:** I think even you will admit that there is only one York University.

**Mr. Laughren:** There is what?

**Hon. Mr. McNie:** Only one York University.

**Mr. Laughren:** Yes, there is only one York University.

**Hon. Mr. McNie:** And it is a rather unique situation.

**Mr. Laughren:** Just as there is only one Ontario College of Art and only one Ryerson. I appreciate that, but I don't think that we should acquiesce in this issue. I think that you have to move more strongly into it.

I conclude my opening remarks, Mr. Chairman. We will debate the individual issues as the estimates continue.

**Mr. Chairman:** The minister will make a few introductory remarks on vote 2401. It has been customary to deal with the votes item by item, and I assume we will continue with that.

For those who weren't here early yesterday, I just want to repeat the procedure that we are going to have for speaking. We will

accept names of people who wish to make comments and ask questions. They will speak on an alternating basis by party—the Liberal Party first, the New Democratic Party second, the Progressive Conservative Party third. If any party doesn't have speakers, then they will alternate between the other two. Agreed?

**Mr. R. S. Smith (Nipissing):** Would you allow some further questioning on the same subject, or do you just want to stick strictly to the order of speakers?

**Mr. Chairman:** Yes, I think that would avoid future questions coming back to the same point. I hope we will avoid some amount of repetition, although there is always going to be some. But if there is a question, and the person who has the floor agrees to yield for a particular question, I see no reason why we shouldn't allow that.

**Mr. Minister:** We are speaking on vote 2401. Do you want to speak on it as an entire vote, or item by item?

On vote 2401:

**Hon. Mr. McNie:** I just wanted to comment by way of explaining the vote. I think you all have copies of the summary which was provided yesterday, but the ministry administration includes the operation, the main office and the newly organized policy and planning branch. The reason I think it's important that we make this statement is because there is a reorganization and there could be some confusion. We are doing our best to clarify what might unnecessarily be confusing.

The ministry administration includes the operation of the main office and the newly organized policy and planning branch, the common services branch, and the institutional grants branch. It includes in the main office \$120,000 for miscellaneous grants to organizations that provide a special contribution to post-secondary education in cultural activities, such as the Ontario Historical Society, the Ontario Association for Continuing Education, the Canadian Association for Adult Education, and the Canadian Sociological and Anthropological Society. We will be very happy to give you a complete list of these as you wish.

**Mrs. Campbell:** What are you going to do about the boulder?

**Hon. Mr. McNie:** In item 2 of 2401, the policy and planning branch has been formed for several reasons: (1) to co-ordinate policy



analysis within the ministry through the control of projects and task forces, and to ensure compatibility of planning activities; (2) to co-ordinate policy analysis in particular areas of the ministry concerned, and between ministries; (3) to co-ordinate the methodology and preparation of the multi-year plan; (4) to provide the prime working contact between the ministry and the policy field committee.

In addition, this branch is responsible for an estimated \$840,000 for special educational studies, contracted for by the ministry, and \$805,000 for special projects, such as the proposed combined touring unit of the Royal Ontario Museum, the Art Gallery, the Ontario Science Centre and other ministry agencies as required.

The common services division is responsible for, among other things, administration services, information services and personnel services. The institutional grants administration branch is responsible for administering the government's system of funding the operating costs of post-secondary institutions, and also for providing services and financial flow associated with the capital projects.

That is just something of an overview of vote 2401, entitled ministry administration. Mr. Chairman, if you wish we can move on to each of the individual votes. I have a couple of comments we can make then.

**Mr. B. Newman** (Windsor-Walkerville): Mr. Chairman, before we go into the individual votes, may I ask of the minister if he intends to provide us now with the answer to the question that has been on the order paper since the early part of the session, and that is question No. 11, by the member for Welland, Mr. Haggerty? It is:

Inquiry of the minister: How many foreign students, that is students who have come to Canada to study and are not Canadian citizens, were enrolled in universities in Ontario for the academic year 1972-1973? How many of these students were enrolled in medical faculties of Ontario universities? What universities in Ontario had foreign students, that is students who have come to Canada to study and are not Canadian citizens, enrolled in their medical faculties?

**Mr. Chairman:** There is no question at all that that can come up during one of the votes where it is appropriate. I assume it is on the next one.

**Hon. Mr. McNie:** The answer to that, Mr. Chairman, will be that we will give you the answer to that under vote 2402.

**Mr. B. Newman:** That's all right, I accept that. But I am afraid that, as in other years when we have heard that story, we come to the vote and we never get the answer.

**Hon. Mr. McNie:** I can assure you, you will get it.

**Mr. B. Newman:** I accept that, Mr. Chairman.

**Mr. Chairman:** Perhaps it might be wise to begin our questions. The minister does have additional information on item by item?

**Hon. Mr. McNie:** Just very briefly.

**Mr. Chairman:** Item 1?

**Hon. Mr. McNie:** Just on item 1.

**Mr. Chairman:** All right. The minister wants to provide further breakdown on item 1.

**Hon. Mr. McNie:** This just consists of background.

The main office consists of the minister, the deputy minister and support staff necessary for the handling of numerous and varied items which flow in and out of the ministry.

I might say in that connection that there has been understandably a tremendous increase in the traffic of letters and telephone calls and other communications from people who have special representations to make. I asked yesterday for an up-to-date tally, and in our own minister's office there were 643 pieces of mail from outside the ministry during the month of May, not including press releases, etc., and constituency correspondence, and any memoranda from the ministry itself, which I might assure you are very considerable. That is 643 pieces of mail.

The deputy's office is also receiving a great deal more mail than previously. Mrs. Oldfield, who was with the previous minister, can confirm that as a result of the various constraints and the declining growth of enrolment and other considerations, we find ourselves on the receiving end of much correspondence from a great many institutions. They regard us, understandably, as something of an ombudsman, I suppose, and most of them write at considerable length.

I might say that we haven't always responded as promptly to some of these questions as we might have, but I think we are

well on the way toward having resolved the problem of getting responsible answers out to questions. It is one thing to answer a letter and say, "We have received your letter and are looking into it," and it is another thing to answer the questions, which I might add are quite lengthy and very often very technical.

As you know, I replaced the hon. George Kerr, Sept. 28. Dr. Gordon Parr replaced Mr. Walker, who retired as deputy minister on Jan. 1, 1973. As I indicated earlier, the ministry this year assumed significant additional responsibilities which necessitated the reorganization. Some restructuring of the main office has become necessary and is continuing. I think that pretty well covers the general remarks.

**Mr. Laughren:** Could I ask an information question?

**Mr. Chairman:** If we are on item 1, Mrs. Campbell will lead off and you are next on the list.

**Mr. Laughren:** It wasn't to debate anything, but just to ask a question if I could. Where in these estimates does the very critical role of SRC come into consideration?

**Mr. F. J. Kidd** (Executive Director, Common Services Division): Vote 2401, item 2.

**Mr. Laughren:** Okay, thank you.

**Mr. Chairman:** Mrs. Campbell.

**Mrs. Campbell:** I was interested, Mr. Chairman, in the comments of the minister. I don't suppose he has the answer on any breakdown of the 643 pieces of mail. If it had been my mail I would hazard a guess that a great proportion of that would deal with Ryerson. Could that be substantiated?

**Hon. Mr. McNie:** Absolutely. As a matter of fact, I would say the bulk of it is not what we consider to be special interest mail in supporting the position of the teachers at Ryerson, or the Ontario Federation or any number of other groups that feel it appropriate to lobby the ministers. These are letters that have to do with the actual ministry itself. I would be very happy—as a matter of fact, Mr. Kidd, did you bring along with you today any of our roster on letters?

**Mrs. Campbell:** I don't think we should delay the estimates for it. I pointed out as a concern of mine that one of the reasons for enlarging the staff was this great volume of mail. I would suggest that perhaps your

planning policies have a great deal to do with it, and perhaps you are responsible yourself for the lack of planning and policy.

Doesn't it strike the minister, Mr. Chairman, that it is significant that as there is a struggle for enrolment, a struggle for teaching, a struggle for making education more accessible and a lowering of that, that the ministry itself should be expending more money? The ratio, I would think, would be the other way, that one would be far more concerned with educating people and far less concerned with the proliferation of ministerial administrative costs.

**Hon. Mr. McNie:** Well, I think the answer to that, Mrs. Campbell, is that we are not adding greatly to our costs. As a matter of fact, I will ask Mr. Kidd to speak to this because, as I indicated at the outset, our own increases are very nominal and don't reflect even the additional burden which has been placed on the ministry by reason of all of the other agencies and institutions that have come to us which were not previously with us.

**Mr. Campbell:** Well, I recognize the situation regarding main office, but I believe the minister said that there was a staff increase of seven; and perhaps if we had to use a BIU formula on the administrative side, we might find that we could do without it. Could I have a breakdown of the staff and salaries?

**Hon. Mr. McNie:** That's seven for the whole department.

**Mrs. Campbell:** I see. All right.

**Dr. J. G. Parr** (Deputy Minister): Of some 700.

**Hon. Mr. McNie:** Yes, 917.

**Mrs. Campbell:** I see. I'm sorry, I misunderstood.

**Hon. Mr. McNie:** Well, I realize it's very easy, because—

**Mrs. Campbell:** I thought you were relating it only to this spot.

**Hon. Mr. McNie:** No, I think you came after our earlier presentation yesterday.

**Mrs. Campbell:** Yes, I'm sorry I missed it.

**Hon. Mr. McNie:** No, the total complement for 1973-1974 will increase by only seven from last year.

**Mrs. Campbell:** Overall?

Hon. Mr. McNie: Overall.

Mrs. Campbell: And now could we find out what salaries and wages we are talking about in \$212,500?

Mr. Kidd: That would be the deputy minister, the secretary, the chauffeur, executive assistant and clerical staff.

Mrs. Campbell: The deputy minister's salary is included?

Mr. Kidd: The deputy minister, the secretary to the minister and to the deputy minister.

Mrs. Campbell: Could I have the salaries in each case?

Mr. Kidd: I don't have the actual salaries with me.

Mr. B. Newman: Oh, come on now.

Mrs. Campbell: You don't know what you pay the deputy?

Mr. B. Newman: Oh, come on. Let's not be that naïve.

Mrs. Campbell: Oh, come on.

Mr. Kidd: It's in public accounts.

Mr. B. Newman: What the hell, that should be public information.

Hon. Mr. McNie: The deputy's salary is \$40,000.

Mr. B. Newman: That's right. No one's criticizing it; we just want to know.

Mrs. Campbell: It is \$40,000; what about the secretary?

Mr. B. Newman: We should send him back to get the information.

Mrs. Campbell: He has a car at his disposal, I take it from what has been said. Would his chauffeur's salary be reflected in that?

Dr. Parr: No, there is no chauffeur with my car.

Mr. Kidd: The minister has a chauffeur.

Mrs. Campbell: The minister, I see. And regarding the common services, what portion of that is for information?

Mr. Chairman: Common services is item 30.

Mrs. Campbell: Do you want—yes.

Mr. Chairman: No, we are talking about item 1.

Mrs. Campbell: I am talking about—

Hon. Mr. McNie: It might be useful—

Mrs. Campbell: I thought I was doing main office?

Mr. Chairman: Yes, that's right.

Mrs. Campbell: Are we doing main office salaries and wages and employee benefits, then going to questions from other people, or do we cover the main office?

Mr. Chairman: Main office first.

Hon. Mr. McNie: Mrs. Campbell, it might be useful if you would take the sheet you have there, and where we have \$212,500, for instance, \$19,200 and so on, I have written in alongside figures that are not totally reconciled but very close to the figures of last year.

For instance, the salaries and wages last year were \$195,500, compared with the \$212,500 this year. Employee benefits were \$15,500, as compared with \$19,200. Transportation and communications were \$13,000, compared with \$18,700. Services were \$7,000 last year, compared with \$18,100 this year. Supplies and equipment were the same, \$9,500.

Mrs. Campbell: Could I now get back to—

Hon. Mr. McNie: The minister's salary is the same.

Mrs. Campbell: Could I get back to the question of the services? What portion of services is for information?

Hon. Mr. McNie: In the main office?

Mrs. Campbell: Services, according to this, covers information services—

Hon. Mr. McNie: What do you mean by information, first of all?

Mrs. Campbell: What do you mean in your estimates? It includes charges for information services such as advertising provided by professional agencies, advertising placed directly with the media and services for the production of departmental publications and films. Is that not what services means in your department in the main office?

Hon. Mr. McNie: As far as I am concerned there is nothing in there that I am aware of which is the kind of service you are



referring to. We have a public information branch.

**Mrs. Campbell:** All right. So it doesn't include anything for information services. It also includes charges for the rental and purchase, repair and maintenance of machinery and equipment, buildings, land and engineering sketches. How much of that is in this service account? None of it?

**Hon. Mr. McNie:** Mr. Kidd has passed along to me a breakdown of the services that you are referring to. I am sorry, coming from the advertising field I was thinking in other dimensions. Duplicating and photocopying, based on 1970-1972 period, charged to branches for the first time—\$1,000; rental of a Xerox machine—\$2,400. A total of \$3,400—that is of this \$18,100. Printing invitations, menus, business cards, and so on—\$1,500; maintenance of vehicles, the minister's and deputy minister's—\$1,200; rentals, parking spaces—\$500; memberships—\$200; miscellaneous—\$600; ministry-sponsored functions—\$10,700, which includes meetings of presidents and boards of governors and groups such as ones that are meeting right now in Hamilton from across Canada. We are playing host to the administrators and faculty people from the colleges across Canada. It is our turn. The next one will be in another province. So that makes up the \$18,100.

**Mrs. Campbell:** Where would one find in these estimates any chargeback to your department for those extra-curricular charges which have now been discussed in the public accounts committee? There is nothing recorded, no chargeback to your department other than just for the \$15,000, is that correct?

**Hon. Mr. McNie:** I would have to ask Mr. Price to speak to that. Could you be more specific? I think I know what you are referring to but I want to be sure.

**Mrs. Campbell:** Yes, we will start with the \$300 additional monthly that is indicated here. I note that one minister thought we didn't do our homework, I am going to be good and sure and do mine. Where is it here?

**Mr. R. Price** (Director, Administrative Services): That is charged under the travel allowances.

**Mrs. Campbell:** So that is part of transportation and communications?

**Mr. Price:** That is right, part of this \$18,100.

**Mrs. Campbell:** Right. What else makes up transportation and communications? I suggest, Mr. Chairman, it is an awful way to have to go through accounts if they are not spelled out in function properly so that people can get them, without having to waste the time of the committee to get the details.

**Hon. Mr. McNie:** As a matter of fact the details are here but I may say, after sitting through them last year, there is a great disparity in the questioning and to have the answers to all kinds of questions I think would tie our people up and we wouldn't get the—

**Mrs. Campbell:** Well could we have the transportation?

**Mr. Price:** Yes, ma'am. This covers the general travel of all of the people in the ministry main office, including the deputy minister and executive assistants, and the cost of telecommunications—telephone, air travel, hotels, accommodation, this type of thing.

**Mrs. Campbell:** How many people travel and what is an average expenditure in the year on travel in the main office?

**Mr. Price:** It is quite difficult to establish that at this time because there has been a change in the main office structure. We would have to go on past experience.

**Mrs. Campbell:** Could we get past experience so we would have some way of comparison?

**Mr. Price:** I think it is pertinent that the estimate is down considerably from last year.

**Mrs. Campbell:** It is?

**Mr. Price:** I am sorry, I was incorrect there.

**Mrs. Campbell:** I thought so, because either the minister was wrong or I was or you are.

**Mr. Price:** I am sorry.

**Dr. Parr:** I think we could give some examples, if this is appropriate.

**Mrs. Campbell:** I would just like an average of how many people travel and what is an average expenditure for travel. Are there travel allowances or are they just—

**Mr. Price:** We do have a system of approvals for travel in certain circumstances,

but general travel is paid as accounts are submitted, and there is no specific allowance for a person.

**Mrs. Campbell:** So that, Mr. Chairman, if a person is travelling there is no pre-audit of the travel expenditures, it is simply as a voucher comes in?

**Mr. Price:** That is correct, in most cases.

**Hon. Mr. McNie:** Let me just speak to this. As far as I am concerned, our people haven't done enough travelling around the province. We are intending to get on to the campuses a good deal more than we are, and this is going to cost money. As to whether you have a pre-audit, the only pre-audit we have with our responsible officers is that there is an agreement that this is an appropriate time to go, and that we don't find four or five people all travelling at the same time, which sometimes happens. Beyond that we are satisfied and have been satisfied in the assessments we have made of the expenses. We think they are reasonable expenses.

**Mrs. Campbell:** I am sure, Mr. Chairman, that the minister isn't indicating that—

**Hon. Mr. McNie:** And the auditor is too.

**Mrs. Campbell:** —that he has irresponsible officers travelling.

**Dr. Parr:** The major component of this, or a significant component, is in connection with the council of ministers and the council of deputies of the provinces, which are increasingly meeting together.

You perhaps read recently of their cumulative efforts which related to the provincial-federal fiscal talks and so on, and these meetings seem to occur increasingly frequently.

**Mrs. Campbell:** My only comment is that it does seem to me that you have policy and planning; I'd like to know what policies and planning we are talking about.

**Mr. Chairman:** We are still on item 1, Mrs. Campbell.

**Mrs. Campbell:** I'm sorry, yes.

**Mr. Chairman:** Does it carry or do we turn this item down?

**Hon. Mr. McNie:** Without sounding like C. D. Howe, I think that actually our transportation cost, taking into account all of the institutions and the size of the province and our relationship with the council of

ministers and what not, is a very nominal figure. In my own opinion it should be higher and I expressed that view at an earlier date with our own people.

**Mrs. Campbell:** Mr. Chairman, before I leave and let somebody else in here I would simply suggest this, that perhaps you will be increasing your travel by reason of the policies of the department and I would think that that should be looked at. I don't think the public should be asked to pay for what is apparently a creation of chaos pretty well across this province. I would think that the answer is not to increase the costs of the ministry but rather to make money available for the purposes for which this ministry has been established.

Thank you, Mr. Chairman.

**Hon. Mr. McNie:** May I just speak to that briefly? The difficulty is that there are, although you wouldn't know sometimes from the debates in the House, other institutions in the province besides, let's say, Ryerson and such, and—

**Mrs. Campbell:** Oh, I'm aware of Laurentian and—

**Hon. Mr. McNie:** —we are trying very hard to—

**Mrs. Campbell:** I'm aware of all of them.

**Hon. Mr. McNie:** —have discussions with these people. We find it very, very fruitful to have them on their own ground where we have an opportunity to speak to all of the people involved and not just the people who come down here as representatives. We are finding this very, very useful. I might suggest that it's allowing a good deal more autonomy and I think in the long run it's going to save the taxpayers money as they cope with their own problems. I think that there are a number of examples of this.

**Mrs. Campbell:** Mr. Chairman, if there were no post-secondary education I suppose it would save people money but I don't think that is what we are here for.

**Mr. Chairman:** Mr. Laughren, if you want to speak to item 1.

**Mr. M. Cassidy (Ottawa Centre):** I will come in.

**Mr. Chairman:** Mr. Cassidy.

**Mr. Cassidy:** The first thing I would like to ask the minister is, what is your role on

the defence training board and how often do you participate in it, and why are you on it?

**Hon. Mr. McNie:** I didn't even know I was on it!

**Mr. Cassidy:** Maybe the deputy can answer that.

**Dr. Parr:** I'm afraid I can't.

**Mr. Cassidy:** If that is the case I don't see why the province should be involved in foreign affairs. Are you willing, since you are not active on it, to get off it, and to formally withdraw the Province of Ontario from the involvement in the national defence which is a federal matter, and in which we should not be involved?

**Hon. Mr. McNie:** Are we on the national defence board, Mr. Johnston?

**Mr. L. M. Johnston** (Assistant Deputy Minister, College Affairs and Manpower Division): Mr. Chairman, no. The minister and the deputy minister and none of the senior officials are members of the defence training board.

The defence training board was established some years ago as a device to hire teachers for the schools in the armed forces camps, and we are at the present time just winding up the work of the defence training board. The need for it has virtually disappeared.

**Mr. Cassidy:** So in other words it will happen naturally rather than by making a decision?

**Mr. L. M. Johnston:** No, it is a combination of the two.

**Mr. Cassidy:** I see. Maybe I could ask a general question as well since the deputies have sort of overall policy oversight. What involvement, if any, does the department have in national defence in other ways? Are you involved in research with national defence? Do you co-ordinate or co-operate with the defence sector in other ways?

**Dr. Parr:** No.

**Mr. Cassidy:** There is no relationship that you know of?

**Dr. Parr:** Not that I'm aware of.

**Mr. Cassidy:** I'd like to have a listing of the miscellaneous grants which are listed under this vote please.

**Mr. Kidd:** I will read out the 1972-1973 miscellaneous grants. The 1973-74 grants are

probable requests and mirror the 1972-1973 experience. The 1972-1973 miscellaneous grants were: University of Dundee, \$300; University of Edinburgh—

**Mrs. Campbell:** Just a minute. Could we go a little slower?

**Mr. Kidd:** University of Dundee, \$300; University of Edinburgh, \$300; University of Glasgow, \$300; Council of Ministers of Education—

**Mr. Cassidy:** This wouldn't have anything to do with your background would it?

**Mr. Kidd:** Council of Ministers of Education, \$49,058.

**Mrs. Campbell:** Is that shown?

**Mr. Kidd:** That is now shown this year as a separate item, The Ontario Federation of Symphony Orchestras, \$500; Frontier College—

**Hon. Mr. McNie:** We can give you a list of these if you want.

**Mrs. Campbell:** Let's have them.

**Mr. Kidd:** I don't have it duplicated. I could have it duplicated for the next session.

**Mr. Cassidy:** How long is it?

**Mr. Kidd:** Another 12 items.

**Mr. Cassidy:** Well okay, perhaps you should read the rest of them then.

**Mr. Kidd:** You want them finished now?

Frontier College, \$12,000; Huronia Summer School in Archaeology, \$7,250; Ontario Historical Society, \$8,500; Ontario Genealogical Society, \$1,000; Ontario Association for Continuing Education, \$13,000; the Workers Educational Association, \$6,000—

**Mr. Laughren:** The workers?

**Mr. Kidd:** The workers, yes.

Champlain Society, \$21,000; SACU, \$3,500—

**Mr. Cassidy:** SACU is what?

**Mr. Kidd:** Service for Admission to Colleges and Universities.

Canadian Association for Adult Education, \$4,296; Royal Society of Canada, \$1,000; Royal Canadian Institute, \$1,500; Science Forum, \$1,000; and the Canadian Vocational Association, \$5,000.

**Mr. Cassidy:** What was the total of grants in 1972-1973?



Mr. Kidd: It was \$135,500.

Mr. Cassidy: Now the council of ministers is being shown separately. It's right there, I see. After you take that away, you are intending to increase your grants by about \$40,000 or \$50,000 this year, is that right?

Mr. Kidd: That is correct.

Mr. Cassidy: Where do you expect to put that additional money? Do you expect that most of the grants from last year will be renewed at about the same level?

Mr. Kidd: Some of them will be renewed at much the same level. Some are for conferences or association meetings which come up every two or three years; or cross-Canada conferences. Some are bi-annual grants; for example, the Champlain Society which is publishing a historical series and which would publish only every second year.

We are expecting additional requests from various people such as the Canadian Sociological and Anthropological Society. We are expecting some requests from student conferences. We are expecting an increase in the cultural and historical area. As you know we assumed this responsibility only recently and we expect a number of requests from that. There are increases in the vote to cope with these requests, which are difficult to anticipate until the request arrives in the ministry.

Mr. Cassidy: What are the principles on which you deal with this slush fund? I mean, it is a cultural slush fund. On what principles do you decide how the money will be divided? Why do you give \$1,000 to the Genealogical Society and \$8,000 to the Historical Society?

Mr. Kidd: We give \$1,000 to the Genealogical Society because they do valuable research into the background of families. In fact, this is a bonus to the ministry because if this society did not do such work our archives people would probably have to do this work themselves and it would cost a lot more money.

Mr. Cassidy: I'm sorry, you misunderstood the question. What is the standard by which you judge? Why do the genealogists get \$1,000, the archaeologists get \$8,000, the Champlain Society, for its particular publishing programme, \$13,000, the Science Forum \$1,000, or the Royal Society \$1,000?

Mr. Kidd: Each organization is asked to submit an individual application or request.

This request is viewed individually and uniquely along certain general criteria, the criteria being, what benefit does the ministry obtain from the particular organization or the particular event or the particular type of thing that the person is proposing? What are the funding levels? What are they spending money on? Each individual request is looked on for its own benefits.

Mr. Cassidy: Can you tell me, for example, how much continuing education is done with people of less than grade 8 education in the frontier areas of northern Ontario, by the ministry and its agents, the community colleges principally?

Mr. Laughren: And Frontier College.

Mr. Cassidy: How much is done by Frontier College? What is the difference in spending between the two? You spend \$12,000 for Frontier College. Now how much continuing education do they do and how much do you do and how much do you spend on it?

Mr. A. P. Gordon (Assistant Deputy Minister, Universities Division): It is almost impossible to draw out a figure like that because much of what Frontier College does in one type of thing is done in a more formal sense through the Ministry of Education, not through our ministry. We don't take total claim for everything that is done at the post-secondary level. So you would have to incorporate in that type of thing what is involved with the Ministry of Education as well as our own.

Mr. Kidd: I think it should be noted that our contribution to Frontier College was substantially increased last year over prior year levels.

Mr. Cassidy: Well, but \$12,000 is still a very small sum of money, I think you'll agree.

Mr. Kidd: It's a big increase from \$7,000 that was paid the previous year. I think we recognize the valuable work that Frontier College is doing.

Mr. Cassidy: Well, do you know what the subsidy is that Frontier College requires for each of its teacher-labourers? How much does it cost to put a man into a railway camp or a logging camp, or whatever?

Mr. Kidd: We have that information in the ministry if you would like us to bring it along.

**Mr. Cassidy:** But wouldn't the \$5,000 account for no more than, let's say, a couple of extra teacher-labourers?

**Mr. Gordon:** No, the teacher-labourers' main support comes from the remuneration they get for their labour.

**Mr. Cassidy:** I'm aware of that, yes.

**Mr. Gordon:** And hence the additional costs to Frontier College are not great for having them there. The costs primarily are related to supplies and so on, that they use as resource material in their teaching function. They don't get paid specifically for that function through Frontier.

**Mr. Cassidy:** What I'm looking for is the kind of guidelines you work by. If I were running an organization, the Ontario bacteriological society, or something like that, and wanted to get some money from this fund and I wrote to the ministry, would I get a printed statement coming back, or a letter outlining the guidelines and the way in which one can qualify for the money?

**Mr. Gordon:** I think the question raised, highlights exactly what we're trying to do in miscellaneous grants. This is to treat each one as it comes as an individualistic thing and not set a series of stereotype criteria. This avoids having to say, "According to our rules you don't qualify," and so on. But rather, we look at it realistically in an honest sense and try to make sure that the funds are being used in a worthwhile effort, or that the function is worthwhile, in the general terms as Mr. Kidd has outlined.

An applicant receives a response and is asked to submit a detailed explanation of what is planned and all other factors, such as what other support there is and the full scope of the plan. But each one is treated differently.

I think you'll have to agree that with the activities of Frontier College, you can't set exactly the same criteria for examining the value of its type of activity with something like a bacteriological research institute.

**Hon. Mr. McNie:** Just one thing, Mr. Cassidy. I think for the benefit of others who might not know, Frontier College is a private body and secures funds from a great many sources. We'd be very happy to file their annual report and to discuss with you our conversations with them. They have not asked us for a specific amount of money; they just asked us for assistance. They seem

to be very happy with the assistance they've got now.

**Mr. Cassidy:** Well, I think they are doing a fine job.

**Hon. Mr. McNie:** Yes, so do we. And one of things we don't want to do is to have them leaning too heavily on us because we think one of the reasons they are doing such a good job is because they're doing it on their own.

**Mr. Cassidy:** That is the principle you apply to Ryerson and other institutions as well.

**Hon. Mr. McNie:** Perhaps it could be a principle, I think, that could pertain to a lot of areas; that's right.

**Mr. Cassidy:** Let me change, move over a bit and talk about the Council of Ministers of Education. Ontario is presumably the major contributor, is that right? It's contribution is probably as great as any other province. Are there federal funds in the council, as well?

**Mr. Kidd:** No, the amount of provincial funds is pro-rated on a population basis across Canada.

**Mr. Cassidy:** So, we are the biggest contributor, we're on, let's say, a \$200,000 budget.

**Mr. Kidd:** Yes.

**Mr. Cassidy:** What is the work of the Council of Ministers of Education?

**Hon. Mr. McNie:** I would be glad to give you a statement on that. The Council of Ministers of Education, established since Sept. 26, 1967, is composed of the ministers responsible for education from each of the 10 provinces. In many provinces, responsibility for education is divided between the two ministries and in these situations both ministries are involved.

It's an interprovincial agency set up for co-ordination, information and liaison purposes in operating at both the interprovincial, provincial-federal and international levels under the direction of provincial departments.

Its basic aim is to enable the ministers to consult in such matters that are of common interest to provide a means for the fullest co-operation among provincial governments in areas of mutual interest and concern in education. Each department of



education continues to be autonomous within the council, obviously. No recommendations or decisions of the council are binding on provincial ministries with respect to their jurisdiction. Funding for all council meetings and activities is carried out by means of grants by the departments of education on a per capita basis, as the deputy has just said.

Directly responsible to the council, the secretariat is headed by the secretary-general with a staff of several professionals, five stenographers and one bookkeeper. The secretariat acts as a clearing house and provides supportive service for all council meetings, projects and activities. The office of the secretariat is located in Toronto at 252 Bloor St. W. A great many of the activities of council are carried out by the council's committees, which consist of senior officials from the departments of education, all provinces being represented on each committee.

The council committees have been established to work in areas such as curriculum, manpower training, instructional media, post-secondary education and statistics. Interprovincially, the council works through the committees, federally through the various federal departments involved in education and internationally through world organizations of which Canada is a member.

I might just add that it doesn't say here that one of the most useful functions of the Council of Ministers of Education is that it provides the ministers with an opportunity to get together and to discuss some of their mutual interests and concerns. At the last two meetings, the ministers have sat together without our aides to discuss some questions which I think were extremely important. As a result of one of our meetings, we went down to Ottawa to see the hon. Hugh Faulkner, hon. Robert Andras and Mrs. Sauve to discuss questions with them that were bothering us in areas where they had been making unilateral thrusts into the provinces, which were very uncomfortable to all of the provinces.

Not only were the results very rewarding, but one of the things we succeeded in doing was to get them to amend the Canada Student Loan Programme to the benefit of every province. At the same time, we discovered that this was the first time that Andras, Sauve and Faulkner had been in the same room together talking about their common concerns, because the pressures on all are very heavy these days. We found it extremely fruitful.

I add that, because you have heard before the wording of the statement I made in so many other areas. It takes nothing away from it, but there is certainly a need for co-ordination both informally and formally. This provides a means, and I think that the investment that we make here, while it is quite a substantial investment, is well worthwhile.

**Mr. Cassidy:** I might point out, in fact, that Ontario in toto contributes \$188,000 because the Ministry of Education also puts in another \$106,000, in addition to what should be there. It is a fair amount of bread, actually.

Let me ask specifically about the questions of co-ordination. It seems to me that as far as transferability, for example, between universities of various provinces goes that there are not too many problems. The universities, both nationally and internationally, have achieved a fair amount of co-ordination with that.

If you do two years at New Brunswick, for example, and come down to Toronto the chances are that you get two years credit for the work you did in Fredericton before you came here.

However, the problems of transferability between Ontario's community colleges and its universities are already acute. It seems to me that the problems of transferability between post-secondary institutions in other provinces and those of Ontario—whether they be community colleges, the ragbag of institutions such as Ryerson or the College of Art, or universities—are even more acute.

What discussions, or what progress have you made, let's say, to ensure that a student who goes to one of the CEGEPs in Quebec will get adequate credit for the work he's done if he wishes to transfer to an Ontario institution?

**Mr. L. M. Johnston:** There have been a number of discussions between representatives of the CEGEPs and our people in Ontario. One of the problems that we're encountering is to identify identical courses. However, it's fair to say we are making progress in that we are considering and have moved somewhat along the way to transferring small blocks of students for their second year or for their third year so that, let's say, 25 students in Ontario could have experience in Quebec, and 25 from Quebec here. This will give us, we think, a fair bit of solid background and information on which we can move forward.



**Mr. Cassidy:** How long have you been working on trying to achieve that co-ordination which you have so far?

**Mr. L. M. Johnston:** I would say it's been in our minds for some time but it started to accelerate in the last year or last six to eight months.

**Mr. Cassidy:** Six to eight months? How long had it been in your mind that you ought to do something about this?

**Mr. L. M. Johnston:** I would say that right from the early days of the CEGEPs in Quebec there has been fairly close contact between the officials at my level—that is senior officials in the ministry here and the senior officials in Quebec.

**Mr. Cassidy:** That means that for at least five or six years you've been thinking about it?

**Mr. L. M. Johnston:** That's right.

**Mr. Cassidy:** Are you aware of the number of students who have graduated from CEGEPs over that period of time? Are you aware that the delays of the ministry will have created problems for hundreds if not thousands of students wishing to transfer to Ontario universities after they've finished at CEGEP? Finally, are you aware of the kind of problems you run into when you seek equivalencies the way the situation runs right now? Are you aware, in other words that there are people involved?

**Mr. L. M. Johnston:** Oh, I think we're very aware.

**Mr. Cassidy:** You may well have to discriminate particularly against francophones and, in many cases, even Franco-Ontarians who happen to take some of their education in CEGEP and now find themselves in difficulty when they come back into Ontario institutions.

**Mr. L. M. Johnston:** I think we've been very much aware. It's our way of life to be aware of people and to be involved with people.

**Mr. Cassidy:** If you're aware of it why have you waited for six years before you started to do anything about it? Why have you only now got to the point where you are transferring small groups of students back and forth to see what the programme is or whatever it happen to be like?

**Mr. L. M. Johnston:** I indicated, I think, that we have been working with the officials

in Quebec right from the beginning of the establishment of our colleges and the beginning of the establishment of their CEGEPs.

**Mr. Cassidy:** Does the ministry run an equivalency service which will determine the level of credits that should be given in Ontario for somebody educated in CEGEPs?

**Mr. Gordon:** I think there are two things which should be noted here. One is we still believe that the institutions themselves handle admissions and the corresponding work has been going on in institutions all along.

The Ontario-Quebec Permanent Commission for Co-operation and Exchange this last year established general guidelines through a joint committee of officials in Mr. Johnston's area and Quebec officials. This has been submitted and approved in terms of giving general guidelines.

However, we think it would be an error to try to legislate or to force on the institutions themselves the strict detail of transferability. Each institution has a certain degree of freedom, as you know very well, in the type of programme it offers, the nature and content of courses and the amount of transferability credit that can be given.

I think it is perhaps inappropriate to suggest that it has been a matter of waiting for five or six years for action to be taken. I think, rather, this is a synthesis of action which has been taken from the beginning and in which the institutions themselves have played a very major part and which we would want to see continued.

**Mr. Cassidy:** Don't you recognize the conflict there between the goals of accessibility and equity, which I'm sure the minister would subscribe to, and that kind of policy by which you leave these decisions up to the individual institutions?

Let me give you an example. Let's suppose that somebody moves from Quebec to Toronto and happens to be sufficiently bilingual so that he can attend an Ontario or a Toronto institution. The chances are, with five or six different institutions to go shopping from, that they can get themselves accepted and do a fairly reasonable kind of deal on the basis of the credits they acquired in Quebec.

But if they move to Sudbury or Thunder Bay or to Kingston or other places where there are only one or two institutions, they may find that that institution is particularly sticky. They may find themselves compelled to take an extra year or more of training in

order to achieve their own goal whether that's a diploma or a degree.

**Mr. Gordon:** Theoretically this may be the case in the early years when the programmes are neither known nor tested. I believe it to be the case that as they have become known, this has become less and less of a problem over the years.

**Mr. Cassidy:** Well, shouldn't the ministry have a role there in ensuring that there is a broad common standard?

**Mr. Gordon:** It has, and I was just talking about the guidelines relating to that. There has been continuous discussion about this and general guidelines have been arrived at.

**Mr. Cassidy:** Does the ministry maintain an accreditation service which looks at the credits that people have attained in other provinces?

**Mr. Gordon:** Very definitely not by deliberate intention—

**Mr. Cassidy:** Well, there is one in Ontario. Who maintains that?

**Mr. Gordon:** I was not aware that there was a centralized accreditation bureau in Canada.

**Mr. Cassidy:** I understood there is one in Ottawa which assesses qualifications on a national basis.

**Mr. Gordon:** The Association of Universities and Colleges of Canada have set up an information service relating to accreditation, if you want to call it that. They provide information.

However, we in Canada have avoided getting into the type of accreditation business that is so prevalent in the United States, for example. Rather, we have adhered very strictly to the principle of an institution's right to determine what it is prepared to accept as being the equivalency of standing. We feel this is a very important principle which we would like to adhere to.

**Mr. Cassidy:** I'm afraid that yields too easily to a kind of syndicalist kind of view, where a particular institution, or a particular professional body for that matter is given arbitrary powers over individuals, who have very little right of redress.

**Mr. Chairman:** Mr. Cassidy, we seem to be straying a little bit from the work of the Council of Ministers of Education.

**Mr. Cassidy:** Well, I will come back to that.

**Mr. Chairman:** If this could be tied in with it—

**Mr. Cassidy:** Has the Council of Ministers of Education, as the body which is concerned with national and international co-ordination, had any discussions with the AUCC about this advisory service which they maintain for assessing the credits or the work that people have done in other institutions?

**Mr. Gordon:** They have been carrying on continuing discussions interprovincially but not directly with AUCC.

**Mr. Cassidy:** I see. Well, would it not be desirable—let me put a specific case, which is international, Mr. Chairman, rather than interprovincial. I'm more familiar with the international situation, I suppose. But I understand it is not possible for a student to find out the information being sent out about his record from that AUCC body unless he has the co-operation of an educational institution in Ontario.

The request for the credentials or the transcripts or whatever has to be submitted, as I understand it, through the institution to Ottawa, the AUCC then advises the institution, and the institution then makes its own assessment.

It is not therefore possible, unless there is co-operation, for the individual to know how the institution's assessment differs from the information that the AUCC has sent around. This seems to me to be inequitable and unjust. In specific cases this can mean that an institution will insist that a student do two or three year's work, in one case I think it was something like four or five years of work over again, and the student does not know directly that there might be an alternative.

If the students knew that that institution was being particularly tough in assessing their credentials, but that the conventional wisdom coming down through the AUCC was that they weren't bad—they needed a course or two in order to get their BA or whatever it would happen to be—they might well shop elsewhere and try to find a better deal, so to speak, and achieve their goals more quickly, more efficiently and more effectively. But they can't find that.

Now, surely the Council of Ministers might take that up and try to persuade the AUCC that students ought to be able to go through the AUCC advisory service for a



reasonable fee to cover costs and get the information directly, should they so wish; or if the institution gets the information, again on payment of a small fee students ought to be able to get the information themselves so that they can assess what the institution is telling them.

They can fight it if necessary if they feel the institution is being unfair. Or, for that matter, they can go back and discuss it with the AUCC, which carries on this advisory role, and say, "Look, I really think you overlooked some of the things I did and I think that you ought to have assessed me higher in the advice which you gave to the institution." Would this not be a proper job for the council of ministers to undertake?

**Mr. Gordon:** This is precisely what we don't want to happen in our country. AUCC has set itself up as a voluntary organization to assist institutions in evaluating credentials. It covers, at best, and I am guessing here, maybe five per cent of overseas applicants or non-Canadians who apply to our institutions. We have in Ontario an Ontario Universities Council on Admissions which is a much more appropriate body to deal with this kind of problem in our terms than that necessarily of AUCC. We happen to believe in this, and this is why we have institutions which are autonomous in academic matters.

It's impossible for a central agency to keep track of and maintain a complete understanding of all the admission standards and all of the requirements and the changing requirements, particularly the changing requirements, in matters of admission, especially in the latter years. For this reason, we feel it's important that the institutions themselves keep abreast, which they do. They do refer, as one source, to AUCC; they refer to other institutions; they refer to whatever documents may be available or publications available, such as the UNESCO publications and so on, on matters of international education.

The onus is on the institution though. I think it's fair to say that students from overseas applying do know that you apply at more than one institution. I doubt if very many students apply only at one because, first of all, they inquire for information such as we do provide about what institutions there are. We provide in Horizons, for example, and other publications, a complete dossier of what institutions there are and what programmes they offer. When a student then applies it is between himself and the institution. We are not anxious to see an outside body dictate to our institutions—

**Mr. Cassidy:** That's not what I was suggesting.

**Mr. Gordon:** —what they should consider to be equivalent or what they should consider to be adequate to allow them to gain admission.

**Mr. Cassidy:** That's not what I was suggesting.

**Mr. Gordon:** That's what we want to avoid.

**Mr. Cassidy:** I think you agree that many institutions, though, and small institutions in particular, which do not have that many requests in a year from students whose qualifications are unknown to them, rely pretty heavily on AUCC service. If they are only handling five a year and there are 500 or 1,000 being handled by AUCC, then they will tend to rely on AUCC's advice. What I am saying is that should the student at least not have access to that advice which is coming down to the institution?

**Mr. Gordon:** I believe he has. He can communicate directly with AUCC and get all kinds of advice concerning what may be open to him and so on. But the actual, what one might say, negotiation is between the individual and the university and we think that is a very important factor.

**Mr. Cassidy:** But the assessment made by AUCC is also not available to the individual.

**Mr. Gordon:** It's only one factor in the picture.

**Mr. Cassidy:** But it is not available and should it not be available? Obviously, an individual can read UNESCO publications and university calendars and admission requirements and that kind of thing. If he doesn't know the major piece of advice which is going into that university or community college about how to deal with his degree from Punjab or from some Italian university or someplace else, then he is at a very decided disadvantage. Do you feel, or does the minister feel, that this is a desirable way to deal with immigrants to the country, who came expecting that Canada would be good and pure and fair?

**Hon. Mr. McNie:** I think by and large it is. I think it is a question of the mechanics here.

**Dr. Parr:** My own feeling about this was as Mr. Gordon said. The very large majority of students tend to deal directly with the universities. I suspect that the main use they make of AUCC is seeking original informa-



tion about what universities there are across Canada, not just in this province. They have to offer the general level that they are calling for in admission requirements.

Then I would be surprised if almost all the students don't begin negotiating with the university or universities that they are seeking entrance to. I would be surprised if many of them were so completely put off in the way that you suggested or that there was a significant number. I realize that there is a small number; so you still have an argument.

**Mr. Cassidy:** That's right. I am suggesting to you that they are at a disadvantage. The disadvantage is less than it was two years ago because now there are many universities and community colleges which will fall over backwards. If they can get another student and get another BIU or two, why they are delighted. That's why you have programmes for mature entry—programmes to let in students who have only grade 10 or 11 in Ontario, but who have grown up a bit—and other experimental things going on in the universities and community colleges. The negotiating power of a student has been increased by the fact that students are rather scarce and hard to come by.

**Dr. Parr:** I think there is another point too, without denying the one you just made, that is that over the past 10 years the universities and colleges too have increased their comprehension of what qualifications from other institutions from across the world mean. They are able to make their own evaluations.

**Mr. Cassidy:** Let me give you an example of the problems one gets into. Maybe I am anticipating a bit, but I think it is still topical.

**Mr. Chairman:** Mr. Cassidy, I don't want to be unduly restrictive, but it would seem to me that if you are talking about—

**Mr. Cassidy:** You want to be unduly restrictive.

**Mr. Chairman:** No, I don't really, but I think if you are talking about the question of student transferability, either interprovincial or international, that it should be put in the context of the work of the Council of Ministers of Education. Maybe you want to criticize that work and ask the minister why they are not doing this or not doing it better, but I think you have strayed pretty far from this particular item in the vote.

**Mr. Cassidy:** Can you suggest another point where the transferability of people from

other countries could be discussed other than under this particular vote?

**Mr. Chairman:** Certainly, under the institutional items; you can discuss it there.

**Mr. Cassidy:** This crosses all institutions, Mr. Chairman; you surely don't suggest that I come back and harp on it on every institution?

**Mr. Chairman:** Oh no, but if you want to deal with universities, deal with universities; community colleges, deal with them.

**Hon. Mr. McNie:** And transferability certainly is a legitimate subject for discussion.

**Mr. Chairman:** Certainly it is. I don't think it is in this vote, that is all. We are talking about the Council of Ministers of Education.

**Mr. Cassidy:** All right. And the Council of Ministers of Education, as the minister said, is responsible for federal-provincial co-ordination and for international questions. It seems to me that this is the only place where international questions actually come up—and that is why I am raising it.

**Mr. Chairman:** Right; carry on!

**Mr. Cassidy:** Now if I can just carry on, let me give to the minister and his staff a specific example of the kinds of problems that you get into. In Ottawa we happen to have some 50 or 60 nurses who were trained mainly in Britain, with some from the West Indies and other countries. At this point they cannot get registered within the province of Ontario, or can do so only at a very great expense of time, money and study.

These are people who have secondary graduation from England, to take a few specific examples, and have taken three- or four-year courses in nursing. In many cases they have taken additional training, such as in Britain with the public health nursing, and things like that.

Now some of these women who have applied to the Ontario College of Nurses, which is the registration body, have been told: "We are sorry but your educational standards don't come up to scratch." They have been told that not only do their nursing qualifications fail to come up to scratch, but that their qualifications for entry to an Ontario nursing school do not come up to scratch.

These are people with a few low levels in the British system, but who are qualified for entry into a British nursing college, but are told they should go to their nearest

friendly high school and should arrange to get an Ontario grade 12 or 13 certificate and then they would be able to undertake the two-year course in nursing training in one of the community colleges and after that they would be entitled to be registered.

Now, does the minister feel that that is an adequate recognition and an adequate transferability? There are people with maybe eight or 10 years of continuously developing experience. They have probably been running wards and been bossing maybe 10 or 20 groups of RNs and RNAs. Should they be told to go back and get a secondary diploma and then go through the entire nursing education programme?

**Dr. Parr:** You did say that they were not accepted into the nursing schools?

**Mr. Cassidy:** They were told by the College of Nurses that they should get their secondary qualifications first.

**Dr. Parr:** Then I think you said they weren't accepted in the nursing schools because the nursing schools said they had to go back and obtain grade 12 and 13.

**Mr. Cassidy:** This was the advice they had from the College of Nurses, to get their secondary education.

**Dr. Parr:** I imagine that in most cases these are the nursing schools attached or affiliated with the hospitals at the present time, are they?

**Mr. Cassidy:** No, these are nursing schools affiliated with the community colleges.

**Hon. Mr. McNie:** As of September.

**Mr. Cassidy:** As of September?

**Dr. Parr:** We are in good shape to put it right then, I should think.

**Mr. Cassidy:** Maybe you are. I'll come back to that question. In terms of the need for refresher and upgrading courses, which is a very big need in the field of nursing as in many others—

**Mr. Laughren:** That's right.

**Mr. Cassidy:** —what bothers me, the reason I brought this specific example up, is that here is a professional body which is in the same position of assessing qualifications as an institution, like Brebeuf or Ryerson, and which is coming down very, very heavily on people. Any kind of reasonable person would say that a nurse who has been out in the field for 10 years and has an education of the standard

of British education for nurses may need one or two refresher courses, may need to take an exam in order to conform with Canadian standards, sure, no problem with that. But to condemn a married woman with kids who wants to get back into the work force to three or four years of education is absolutely absurd.

**Dr. Parr:** Without denying the problems that are associated with transferability, and which I think have been considerably worked on, and I suppose will never be completely solved, your specific example drew our attention, I think, to two points at which the admission wasn't acceptable. One was the College of Nurses, which is an independent body and is not associated with this ministry.

Like any other professional body it is established under legislation to look after its own admission requirements. As to the matter of the nursing schools which was the next one along, they are currently under the jurisdiction of the hospitals, in most cases, until Sept. 1. So, it would seem to me that this particular case you've made, however valid, is one that we can't very effectively answer, since neither of the agencies is our responsibility.

**Mr. Cassidy:** Until Sept. 1.

**Dr. Parr:** Until Sept. 1.

**Mr. Cassidy:** Okay. Then, I bow on that one, but I still say that general problem still exists. I think that had I experience with it, I could probably give you information about similar cases in which you are responsible.

**Mr. Laughren:** These estimates are for that purpose.

**Mr. Cassidy:** These estimates are for that purpose.

**Mr. Chairman:** Nursing education comes under vote 2403, item 2.

**Mr. Cassidy:** Yes, okay, I will return to that point. I would like to ask about the work of the Council of Ministers of Education as far as manpower requirements.

**Hon. Mr. McNie:** You mean their manpower requirements?

**Mr. Cassidy:** Well, I'm sure that doesn't mean whether they need an extra staff member. You mentioned in your statement—

**Hon. Mr. McNie:** They always do.

**Mr. Cassidy:** They always do, yes. But you mentioned in your statement that this was one of the areas where there were, presum-



ably, committees of staff people or officials worrying about manpower requirements. I don't know if that means teaching staff at the post-secondary and secondary-primary level, or whether that means manpower planning in terms of the kinds of graduates whom you attempt to produce through the system.

**Hon. Mr. McNie:** May I just say this about the council briefly? My observation at a few meetings I've attended is that its primary advantage is that it, first of all, not only brings people together, but the different provinces are invited to submit position papers on various subjects. We've found that this is the area where the most useful work is done, as we discuss these position papers. There's a limit, quite frankly, to the capacity of the council to execute the great variety of things that we're talking about in terms of making them policy.

Really, the critical thing is to try to get some kind of consensus among the various parties, not only so that you can gang up on Ottawa, but also so that you can help to achieve some of these things that you're talking about—more readily available transferability and a better understanding of the things you have in common, as well as things you haven't.

But I think that there's always a limit to the extent to which any body which isn't elected or really represented, except in a very indirect way, and where the members are so mobile—I think at the last meeting there was only one minister who had been on there more than six months, from all of the provinces—there is a limit to what you can achieve without losing control and I think the steering should always lie with the ministers and not with the council when it comes to some of the gut issues that you are talking about.

**Mr. Cassidy:** Well, that's an awful apology for spending \$82,000 of your money.

**Hon. Mr. McNie:** Not when you are talking about \$850 million of ours and several hundreds of millions of the other provinces' moneys, especially if we have in mind what you are talking about—that the end product is the student, just making sure that he is getting a fair break in all this and that our concerns don't become international conferences and the like which sometimes preoccupy councils and such.

**Dr. Parr:** You mentioned manpower. I think that perhaps you are referring to the fact that the minister referred specifically to

manpower training as being one of the areas of concern—

**Mr. Cassidy:** Manpower training, is that right?

**Dr. Parr:** —of the council of ministers.

**Mr. Cassidy:** Well, is there any co-ordination, for example, through the Council of Ministers of Education, of graduate programmes across the country? Right now, we are in a situation of gross overproduction of people with graduate degrees. That is certainly true in Ontario. I presume it is true in other provinces as well.

**Dr. Parr:** That's a debatable point. It depends whether one looks upon the graduate degree as having some vocational objective, in which case you might be right. If, on the other hand, one regards a graduate degree as being a part of a person's education, regardless of what he wants to do, then I think it would be wrong. One has to open up that debate, so I wouldn't accept your premise before I answered the question.

**Mr. Cassidy:** I am sorry. Do you regard it as being a part of a person's education?

**Dr. Parr:** It can very well be.

**Mr. Cassidy:** Do you regard it then as being basically a consumption item with very little benefit to the society but mainly to the individual?

**Dr. Parr:** No, I think that it is probably of benefit to the society too, but not in the direct vocational way which may be looked upon still in some subjects and very often has been in many subjects.

I think perhaps, for instance, the acquisition of, say, a master's degree does not lead, as it might have done five or 10 years ago, to a knowledge that one might get a specific job. But on the other hand, one hopes in the fullness of time the fact that the person has the master's degree is going to make him better in whatever kind of job he does get.

**Mr. Cassidy:** Do you consider—and this is straying a bit, Mr. Chairman—but in view of that, do you consider that it is reasonable to give six BIUs for every PhD candidate and only one for every community college student or BA student, if it is really a consumption kind of thing?

**Dr. Parr:** We can certainly go into the matter of formula finding later, but as you know I was careful to mention masters stu-



dents and not PhDs. This is a means of funding generally to universities in such a way that the funds become available for scholarship and research within the universities, part of which is associated with the graduate programme.

**Mr. Chairman:** Mr. Cassidy, I wonder if we could discuss formula financing in its proper vote? I don't think that that has anything to do with this particular vote.

**Mr. Cassidy:** All right, let me ask about co-ordination and about the production of PhDs across the country. Let me just give you a little vignette. We just lost David Kelly from our research department in the NDP, a master's graduate in political economy from the University of Toronto, and he has gone off to a very good job in Saskatchewan where he will be advancing socialism and the—

**Mr. F. Drea (Scarborough Centre):** That figures, I didn't think he would go to Alberta.

**Mr. Cassidy:** He is training for the deputy minister's job when we take over the government here.

**Mr. Laughren:** This deputy minister is wearing a socialist tie today.

**Mr. Drea:** I always thought patronage was an 11-letter word.

**Hon. Mr. McNie:** I'll tell you about Saskatchewan.

**Mr. Cassidy:** However, of his group a dozen or so went on to take PhDs and I understand that they've completed them this year and of those dozen, approximately five have had interviews for jobs. Now, that certainly is a symptom of the gross overproduction of PhDs. They were foolish to go on, quite possibly, but one may suggest that the ministry was foolish too.

What are you doing about that through the council of ministers, because it is a problem that is national and not just provincial?

**Hon. Mr. McNie:** One of the things that we have been doing is some interesting studies and we are making them available to some of the other provinces who haven't the means or haven't been prepared to spend their moneys on the post-graduate programmes in the universities.

But to get back to the question you posed earlier, what are we getting for the money we are spending? I think one of the things that we are getting is some very fruitful dis-

cussions with Ottawa which are benefiting not only Ontario but the rest of the provinces. Manpower training is one of them. I think Mr. Johnston might speak to the success of our consultations with Ottawa in this regard.

**Mr. L. M. Johnston:** First of all, Mr. Chairman, in the matter of co-ordination in the manpower training area, there has been a great deal done. It is now quite possible for a student to transfer from one province to the other and have the training that he has taken recognized and accepted in that province. That's in the manpower training area. There have been a number of ongoing activities in that regard.

**Mr. Cassidy:** You are to be congratulated for that. That means that in a certain area at any rate you have achieved that transferability.

**Mr. L. M. Johnston:** That's right. There was a conference, or at least a working group, in PEI in the last few weeks in which they concentrated in the area, I believe, of basic training for skilled development. There is another one planned for the Province of Quebec in November.

**Mr. Cassidy:** How recently has this transferability been achieved?

**Mr. L. M. Johnston:** It has been ongoing, but I would say of this one it is perhaps in the last couple of years that we are satisfied that we indeed have it working.

**Mr. Cassidy:** In other words, it took about six or seven years after the programme of adult training really began in earnest as far as the federal government is concerned, before you achieved it?

**Mr. L. M. Johnston:** No, I wouldn't agree with that. What I am saying is that it has been developing for 10 years. The programme has been in operation since 1962-1963. It is in the last couple of years that we are satisfied that we really have it working as we think it should work. There has been recognition of those courses for a number of years in the various provinces. Another area that is working very well is in the field of apprentices and journeymen where the red seal programme, as we call it, is in operation.

**Mr. Cassidy:** How long has that been in operation?

**Mr. L. M. Johnston:** That has been in operation for a number of years. I can't tell you how many. It is a number of years.

**Mr. Cassidy:** How many trades has that been achieved in?

**Mr. L. M. Johnston:** I can't tell you the number. I could find that out for you, but there are several. The red seal is awarded when the tradesman reaches a standard which is acceptable and recognized right across the province.

**Mr. Cassidy:** Have you achieved a red seal programme in most trades now or just in a few?

**Mr. L. M. Johnston:** I would say in most of the trades. But I can get the specific information for you.

**Mr. Cassidy:** I would appreciate it if you would. It seems to me your record is to be deplored. The fact that you are now getting somewhere is to be congratulated. It has taken an awful long time. I am aware that Ontario is not the only participant in this. There are other provinces involved as well. All the same, once again, one senses a certain lack of urgency, given the fact that we have a mobile population.

**Mr. Drea:** A few craft unions, too.

**Mr. L. M. Johnston:** As I indicated this particular one, the red seal programme, has been recognized and in operation for quite some time.

**Mr. Cassidy:** About five years ago the red seal programme applied to about two trades and two trades only. I can't remember the trades, probably electricians and something else.

**Mr. Drea:** Yes, they had to clear it with the building trades department. They developed it first. That was one of the problems in many provinces.

**Mr. Cassidy:** If you have your hangups, you'd better keep them to yourself.

**Mr. Drea:** You know exactly what I am talking about.

**Mr. L. M. Johnston:** There is one further point on that I think would be of interest to you. There is, I think it is fair to say, quite an active committee. This is an interprovincial committee. It happens that this year it is being chaired by one of our men from Ontario. It is one of the most active, enthusiastic, interprovincial committees that we have.

**Mr. Drea:** I am not a craft union man. Are you?

**Mr. Chairman:** Any further discussion on item 1?

**Mr. B. Newman:** Yes, Mr. Chairman.

**Mr. Chairman:** Mr. Newman.

**Mr. B. Newman:** Quite a few of the questions that I had intended to ask have been asked; so I won't repeat at all.

I wanted to ask the minister if there is an evaluation made by the department of the miscellaneous grants that are given to the various organizations? Do you get financial statements from them as to whether they need the funds or not and as to the value of the funds and what they are put to, so that we are not repeatedly donating moneys to an organization for which there may be no educational benefit?

**Hon. Mr. McNie:** I can assure you that was one of the first questions I asked when I came in. I can assure you that they are very thoroughly canvassed. That doesn't mean that all of the people that are asking for help are getting it by a long shot.

**Mr. B. Newman:** Do they provide—

**Hon. Mr. McNie:** I think it is only fair to say that this whole subject of grants has been one that the government has been looking at very closely through the policy field to try to reconcile the way in which these grants are given so that discretion isn't the criterion, but rather need, and to determine whether or not you are talking about seed money or whether in fact you are talking about assist money. There is a lot of headway being made in this field. I am very impressed with the work that is being done in the policy field. Some of ours is almost historical in the sense that it—

**Mr. B. Newman:** Well, when one looks through the public accounts and sees the same organizations and associations receiving grants year after year—not necessarily in your ministry, Mr. Minister, but generally throughout the ministries—one wonders what criterion is used.

Is it the same way that we, as elected officials, when we get on the advertising lists of organizations and associations in a community, wonder how we get off them? Once they get our names on these lists, we are plagued every year for contributions.

I just wonder if perhaps this is not the case with some of the grants that are given here. I am not being critical of them at all, but there is an evaluation made and, as the minister says, they are worthy and so forth, then I am willing to accept that.

**Mr. Kidd:** This is correct, Mr. Newman. This could have been realized a couple of years ago, and every application is now processed through Management Board as the central agency. Every grant like this goes through this agency, which performs the exact function you are talking about; it co-ordinates the various grants to the organizations at a central point.

**Mr. B. Newman:** Do they provide you with financial statements?

**Mr. Kidd:** They provide us with financial statements, if appropriate. A financial statement might be too much for some organizations, but we tailor the circumstances to suit the grant.

**Mr. B. Newman:** I am satisfied then. Thank you, Mr. Chairman.

**Mr. Chairman:** Shall item 1 carry?

**Mrs. Campbell:** I have—arising out of the—do you have some—

**Mr. Chairman:** Mr. Laughren? Yes.

**Mr. Laughren:** I would like to ask some questions about enrolment projections. I believe this would be the correct place to discuss that subject.

**Hon. Mr. McNie:** In what respect? Would it be correct to ask it under main office?

**Mr. Chairman:** Is it main office where this is done?

**Mr. Laughren:** Where are your enrolment projections done, Mr. Minister?

**Mrs. Campbell:** Policy and planning.

**Mr. Chairman:** Item 2. We will carry item 1 first.

**Mr. Laughren:** Is that the—

**Mr. Chairman:** It is the next item.

**Dr. Parr:** Perhaps we could deal with it in the institutional item if you are speaking specifically about the colleges or the universities.

**Mr. Laughren:** No, I was speaking about overall projections; that plus the problem of deficit financing for the institutions.

**Hon. Mr. McNie:** I think it is a much bigger subject than we will be able to cope with in the policy and planning area and do it justice. I think it would be much better handled under vote 2402, which is the university support programme, rather than the next item.

**Mr. Laughren:** Yes, except I wasn't thinking in terms of grants. I was thinking in terms of the actual projections that you come up with—how you come up with them and how you co-ordinate the projections with the institutions. That is what I am trying to get at. But whatever you wish, Mr. Chairman.

**Mr. Chairman:** Well, certainly it does seem it is not in this item. It might possibly be in item 2 in this vote, or in the institutions.

**Mr. Laughren:** Well, I will wait until item 2 then.

**Mr. Chairman:** Shall item 1 carry?

**Mrs. Campbell:** No, I would like to ask some questions since we started here. Since we now have this graphic picture, do I take it that those that have a blank opposite them in 1972-1973 are those who applied and were refused? Or are they the one-term shots and therefore are not going to be included? What is the significance of the blanks opposite some of them?

**Mr. Kidd:** The significance of the blank is that we anticipate requests from these organizations in 1973-1974, and since we are considering the 1973-1974 estimates and that particular amount of money, we have made provision for applications from these institutions.

**Mrs. Campbell:** I have two comments. I am sorry Mr. Cassidy has left, because I think he might have learned something from what I have to say about the nursing situation, since he raised it.

I would want us to look very carefully at it because the first time I recognized that discrimination existed in unions was when the unions were prepared to, and did in fact, approve the employment by Metropolitan Toronto of nurses other than registered nurses for Riverdale Hospital. They did approve them going to England to bring back what I believe are called green caps, who really had neither fever experience nor obstetrical experience.

I would think that may well have some bearing on the way in which they are viewed, if they are the same people, in Toronto. The unions did not take the same positions with nurses as they did with respect to other union people. They didn't decry that practice. I would just like to point that out.

My third observation is this—

**Mr. Drea:** They were only interested in their dues, were they?



**Mrs. Campbell:** —they had to be members of the union but they were not protected on that.

**Mr. Laughren:** It doesn't take much to prove anti-union comments from that side, does it? Anti-women, anti-labour—you are very consistent.

**Mr. Drea:** There is nothing like hearing it from a good craft union boy.

**Mrs. Campbell:** Mr. Chairman, any time I am accused of being anti-woman—

Interjections by hon. members.

**Mr. Drea:** You have to make a phone call to the US to get instructions.

**Mrs. Campbell:** I'm sorry. The other observation I would like to make is this—it is general—I have been a little concerned, Mr. Chairman, that when it came to discussions of policy, the discussions were not between the committee and the minister. I don't wish to be rude about it, but it is something that concerns me about government.

It seems to me that policy statements on what we want or don't want in the province should come from the elected representative, in this case the minister responsible, and not from staff.

**Hon. Mr. McNie:** Can you refer to something specific that was dealt with like that?

**Mrs. Campbell:** I am dealing with the full picture. What we want in this province was stated by Mr. Gordon in talking to Mr. Cassidy. I have nothing against Mr. Gordon and I have nothing against the policy—it may well be a good one—but I think it should properly come to us from the minister. I trust that it will in future.

**Hon. Mr. McNie:** I would suggest that on some of these questions, in all fairness you will have to give me the question in advance.

**Mrs. Campbell:** I think that kind of thing is perfectly all right. I have no objection to the minister asking for information from staff but when it's a policy statement I think we are entitled to know that it is the policy of government through the elected representative.

**Hon. Mr. McNie:** I didn't recognize it as a policy statement.

**Mr. Laughren:** You should know when you are well off.

**Mr. Chairman:** Order, please! In many cases, I think it is difficult to draw a fine line between programme and policy. Obviously, the member for St. George is right that on matters of broad policy the minister can obtain advice from his officials. When you are asking about a particular programme I think it is appropriate for one of the officials to answer directly unless you wish to insist on the minister doing it, in which case he will consult with his officials. It is difficult to draw that line from time to time. I don't recall an occasion on which there was a statement of broad policy made by an official. Hansard will show it.

**Mrs. Campbell:** I think Mr. Gordon himself recognizes the fact that that was—

**Mr. Gordon:** I know the point to which you refer.

**Mrs. Campbell:** Yes.

**Hon. Mr. McNie:** Mr. Chairman, in all fairness, we did discuss this earlier before the meeting. Rather than go through what I consider to be this nonsense of people passing notes back and forth and one thing and another, I said to my people that if they felt it was appropriate for them to respond to something, to go ahead. It saves a lot of time and perhaps gets the answers the opposition want.

**Mr. Drea:** It is very helpful, Mr. Minister.

**Mr. Laughren:** Some of them earn more money than we do.

**Mr. Chairman:** Shall item 1 carry? I think we can now begin vote 2401, item 2, policy and planning. Mr. Minister, you did make some introductory remarks prior to this.

**Hon. Mr. McNie:** At the outset, I indicated that this was an area to which we were attaching a good deal of importance in reorganization. The purpose briefly is to ensure that the planning development and analysis of policy within the ministry would be effective and that one party would be responsible for it, together with its staff. The director reports to the deputy minister.

Functions and responsibilities are briefly these:

1. To co-ordinate policy analysis within the ministry to ensure compatibility of planning activities. With the wide range of institutions and agencies now coming in under the ministry, this is becoming imperative.

2. To co-ordinate policy analysis in particular areas of ministry concern and between

ministries. Notwithstanding the earlier comments of the Liberal critic, one of the things that has come through very positively in our discussions of the policy field is the large number of areas in which there are common concerns and possibilities of wasteful and inefficient overlapping.

3. To co-ordinate the methodology and preparation of the ministry's multi-year plan and related documents.

4. To provide the prime working contact between the ministry and the policy field committee and central agencies;

5. To supervise and co-ordinate ongoing ministry planning in the field of student systems policy, ministry research programmes and other areas as assigned from time to time.

The salaries and wages are for a minimum of 10 permanent staff, including a minimum of three support staff, and temporary and other short-term staff, including students. Almost all of this staff were formerly with other parts of the ministry, as I intimated earlier. This is item 2, Mr. Chairman.

**Mr. Chairman:** Item 2, yes. Mrs. Campbell?

**Mrs. Campbell:** Yes. Of the 10 permanent staff could they be identified as to function? I don't need to know who they are by name.

**Hon. Mr. McNie:** Mr. Ferguson, who heads it up, was previously—

**Mr. Kidd:** I think he was head of the statistics division here, sir.

**Mrs. Campbell:** And what is his salary? Or is this another thing we don't know?

**Dr. Parr:** Offhand we don't know. We can bring you the salary figures if you wish.

**Hon. Mr. McNie:** We should have this information here.

**Mrs. Campbell:** And next?

**Dr. Parr:** J. C. Yen, senior analyst; Mr. Lloyd Beverley, Mr. Doug Newsom and Dr. Lloyd McLeod.

**Hon. Mr. McNie:** What is your salary now?

**Mr. Chairman:** Are you a Gordon Sinclair or something?

**Mrs. Campbell:** Well, we will no doubt have those provided Monday, I take it. Now could I understand just exactly what they are looking at at the moment? Let's get a "for instance" of their policy and planning role.

**Dr. Parr:** I can give you three which are typical. One is that we are looking continually at the matter of student awards and loan plans, using other people in the ministry too, but this is where the work is focused; reviewing the report on book publishing the commission's report on book publishing. The matter of formula financing or indeed of operating grants to the universities is a matter which is concerning us too. I think these are perhaps typical although they are not exclusive.

**Mrs. Campbell:** That seems to be a really sophisticated body. What about the transportation and communication in policy and planning? I notice it is not a very large item, but what would be typical of what they are doing, travelling?

**Hon. Mr. McNie:** Well, for instance, one of the things is having to consult with Ottawa; this is a fairly large part of their concern.

**Mrs. Campbell:** Do they all go?

**Hon. Mr. McNie:** We try to keep a few people in the building if we can.

**Mrs. Campbell:** When you say "consult with Ottawa," are these people who accompany the minister, or do they go—

**Hon. Mr. McNie:** No, we are talking about student awards for instance. One of the areas where we have continuing discussions and what they call plenary sessions is with Ottawa usually on a monthly basis, if I'm not mistaken. The other areas I think get back to what I said earlier, that it is very important for our people to get out where the action is. I must say that there is a need for our people to be identified on the campuses and in other institutions more surely than they have in the past, particularly with students and with the faculty as well as the controllers.

**Mrs. Campbell:** In services, do we have any idea what information and film and the rest of it is involved in this?

**Mr. Kidd:** In the services item, again there is nothing of that description. If you want to breakdown the services item, it's comprised as follows—

**Mrs. Campbell:** I don't need all of them. Are you telling me that the services don't include advertising by professional agencies, advertising placed directly with the media and services for the production of departmental publications themselves?

**Mr. Kidd:** No, it does not include that.

**Mrs. Campbell:** Then I take it that includes items for rental, purchase repair and maintenance of machinery equipment, buildings and engineering structures?

**Mr. Kidd:** No, it doesn't include that either.

**Mrs. Campbell:** It doesn't include that. Well then, are these just simply charges for data processing?

**Mr. Kidd:** No, the services in this item are for research contracts let outside, plus some other policy issues that we are going through. For example, the cost of the conference on post-secondary learning, which is coming up next week.

**Mrs. Campbell:** Oh, you have conferences in this one, too?

**Mr. Kidd:** That specific conference.

**Hon. Mr. McNie:** Just that one.

**Mrs. Campbell:** I would have thought that came under what we were told in the main office.

**Mr. Chairman:** It is 1 o'clock and the House has adjourned. As I understand it there will be special hours on Monday because of the Niagara Escarpment presentation and therefore this committee will reconvene at 8 p.m. in this room.

**Mr. Laughren:** Mr. Chairman, can I ask a question now about the following week? Is it the intention of the Chairman and the minister to hold these estimates when the conference is being held on the 11th, 12th and 13th?

**Mr. Chairman:** It is our hope that we won't, Mr. Laughren. The reason why we are meeting, of course, is that the Ministry of the Environment did not complete its estimates. The minister is away this coming week. He will probably be returning then. I think there will probably have to be some discussion between the ministers, the House leader and your people to determine how we are going to proceed the following week. But, I think the minister and his officials will be very, very heavily involved in that conference.

**Hon. Mr. McNie:** The answer is no.

**Mr. Chairman:** They hope not.

**Hon. Mr. McNie:** During those three days, that's right.

**Mrs. Campbell:** Well, can we be advised in advance whether we are going into one of the other galaxies during this period?

**Mr. Chairman:** Or whether this committee will simply stand and wait. But in any event we will reconvene here at 8 o'clock Monday night.

The committee adjourned at 1:03 o'clock, p.m.

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# Legislature of Ontario

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### **STANDING COMMITTEE ON SUPPLY**

**Estimates, Ministry of Colleges  
and Universities**

**Chairman: Mr. S. B. Handleman**

**OFFICIAL REPORT — DAILY EDITION**

**Third Session of the Twenty-Ninth Legislature**

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JUN 21 1973

**Monday, June 4, 1973**

**Speaker: Honourable Allan Edward Reuter**

**Clerk: Roderick Lewis, QC**

**OFFICE OF THE SPEAKER  
PARLIAMENT BUILDINGS, TORONTO  
1973**

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# LEGISLATIVE ASSEMBLY OF ONTARIO

MONDAY, JUNE 4, 1973

The committee met at 8 o'clock, p.m., in committee room No. 1; Mr. S. B. Handleman in the chair.

## ESTIMATES, MINISTRY OF COLLEGES AND UNIVERSITIES

(continued)

**Mr. Chairman:** Will the committee please come to order?

Before we commence, the question was asked when we adjourned on Friday whether or not we would be sitting Monday and Tuesday of next week because of the conference. I am advised that if we are not completed the estimates by that time we will sit on Monday and Tuesday, while the House is in session.

**Mr. F. Laughren (Nickel Belt):** With all due respect, Mr. Chairman, that is completely opposite to what the minister indicated on Friday. What has caused this turnabout?

**Hon. J. McNie (Minister of Colleges and Universities):** May I speak to that?

**Mr. Chairman:** Sure, go ahead.

**Hon. Mr. McNie:** Well, the reason is, quite frankly, that we are not sitting here in the morning. The primary sessions, as you will recall from reading through your schedule, Mr. Laughren, are in the morning schedule—it takes you through from 9 until 1 o'clock—and then the afternoons are free. This is the way in which we figured we had better get on with the estimates. Quite frankly, I don't think it's going to be of any great consequence. We were going to invite the members of our committee to join us for the Tuesday evening session, which I thought would be useful for all concerned. But frankly, we are concerned with losing the momentum of our estimates—that's all.

**Mr. Laughren:** Mr. Chairman, I don't have my schedule here with me for that conference, but I thought there were events scheduled for the afternoon.

**Hon. Mr. McNie:** No, because of the summer they break off at 1 o'clock until 5

o'clock. There is a summary session from 5 until 6 o'clock, and then another session from 6 until 7 o'clock; then there is dinner and a later evening session.

**Mr. Laughren:** So what does that do to the session here?

**Hon. Mr. McNie:** Obviously you are not going to catch them all, that's right.

**Mr. Laughren:** I must say that I think it says something about the importance you attach to the conference.

**Hon. Mr. McNie:** Estimates, that's right.

**Mr. Chairman:** Mr. Morningstar.

**Mr. E. P. Morningstar (Welland):** What conference is this?

**Mr. Chairman:** Would you like to explain the nature of the conference, Mr. Minister?

**Mr. Morningstar:** You did have one today, this afternoon. Is there another one coming up?

**Hon. Mr. McNie:** Next Monday, Tuesday, Wednesday, Mr. Morningstar, we are having a conference on post-secondary education at Hart House.

**Mr. Morningstar:** Whereabouts?

**Hon. Mr. McNie:** Hart House.

**Mr. Laughren:** That is where the conference is.

**Hon. Mr. McNie:** I was asked on Friday, I guess it was, as to whether or not the estimates committee would be meeting next Monday, Tuesday, Wednesday; and I indicated then that we probably wouldn't. Subsequently, having reviewed the schedule and also being concerned with getting on with the estimates, we decided that it would be better to move on with the estimates, as we are doing now. I don't think it would be any great hardship.

**Mr. Laughren:** Mr. Chairman, I guess we have learned to become accustomed to this kind of planning by dealing with Mr. Winkler; but I must say, it doesn't sit well. We

had a commitment on Friday that the estimates would not occur while the conference was occurring, and then on the very next session, on the Monday, we are told directly the opposite to that. I think that's really in bad faith.

**Hon. Mr. McNie:** Are you suggesting that we can't change our mind, one day later? My goodness—

**Mr. Laughren:** When you make a commitment—

**Hon. Mr. McNie:** Don't be ridiculous. If it happened to suit you—

**Mr. Laughren:** You are ridiculous.

**Hon. Mr. McNie:** —if it happened to suit you, and we were changing our mind, you'd say "Thank you very much."

**Mr. M. Cassidy (Ottawa Centre):** We've seen enough of this type of thing.

Interjections by hon. members.

**Mr. Chairman:** Order, order!

**Mr. Laughren:** It never works that way.

**Hon. Mr. McNie:** You would change it if it happened to suit you. You are making a cause célèbre out of it.

**Mr. Laughren:** It's always only to suit the government and the ministries of the government.

**Mr. Chairman:** Order! I think there was some—

**Hon. Mr. McNie:** It has nothing to do with the government.

**Mr. Chairman:** There was some complaint on Friday about not being given sufficient notice of sittings. This was one week before the day that we are sitting. When you asked the question, I think I was cautious enough to say that the minister hoped not to have his estimates being heard during the conference, and it has since been clarified that we will be hearing them.

**Mr. Laughren:** The minister said "Definitely, no." We don't agree about that point at all.

On vote 2401:

**Mr. Chairman:** In any case, when we adjourned, Mrs. Campbell was questioning item No. 2 under the vote.

**Mr. Laughren:** You can pass it off that way, Mr. Chairman, but it still doesn't go down well with the opposition.

**Mr. Chairman:** Order.

**Mrs. M. Campbell (St. George):** Mr. Chairman, perhaps if we got on with the estimates we would be in a position to know whether or not this is in order, this whole conversation.

**Mr. Laughren:** Continue to play your games.

**Hon. Mr. McNie:** Right, fine.

**Mrs. Campbell:** I wonder, Mr. Chairman, if I might be given some courtesy in this matter, as after we broke the last time I had a memo sent to the deputy minister asking if I could have a breakdown so that I would not delay unduly the estimates in asking questions which might be covered in a memorandum. I have not had that, but I understand it is available. If it is available may I have it?

**Dr. J. G. Parr (Deputy Minister):** Mr. Chairman, the message that I got, and I did phone back to Mrs. Campbell's office that afternoon, was for itemized costs of those matters relating to the vote we were dealing with, which were the services in vote 1, item 2, which we began to deal with last time. The other request was for—and I hope I am quoting correctly—Mr. Chairman, "an itemized statement of accounts" and these I think we will be prepared to offer.

**Mrs. Campbell:** Fine.

**Dr. Parr:** But a total itemized statement of every account left me something at a loss, and so I called back to say, "To what extent, or which accounts?" and there was no response.

**Mrs. Campbell:** Well, do we have the policy and planning figures now that I could look at before I proceed?

**Dr. Parr:** Yes, indeed.

**Mr. Cassidy:** Have you got two copies of that?

**Mrs. Campbell:** These are under "services" and they show committee projects.

**Mr. Chairman:** Excuse me, Mrs. Campbell. I wonder, Dr. Parr, if other copies are available for the other members of the committee so they can follow the questioning?

**Dr. Parr:** We have several copies of them. Not sufficient for all, perhaps, but we can pass around what we have.

**Mr. Chairman:** Continue, Mrs. Campbell.

**Mrs. Campbell:** The first thing, of course, was my concern with the way in which this is set up, because none of these, as I look at them quickly, relate to the definition of services as given to us in our estimates. I wonder if someone in your branch might give consideration in future not to giving us functions that don't exist, because there is no description to cover them.

**Hon. Mr. McNie:** Give us an example.

**Mrs. Campbell:** Well, under "services" it is a breakdown in three main areas. One is information, including filming; two is rental maintenance and replacement of equipment including buildings, engineering and the like; and three is data processing. In the two items that we are covering, of the first one we covered not one was under services, and apparently, from a quick glance, neither of them is in this one, either.

**Mr. B. Newman (Windsor-Walkerville):** That is correct, these are transfer payments.

**Mrs. Campbell:** Yes, but I am talking services. I'm not talking about transfer payments. I'm including just the services.

**Mr. B. Newman:** Those should have been transfer payments written out.

**Mrs. Campbell:** Thank you. Bernie has told me that these items should be included in transfer payments, not services.

**Mr. B. Newman:** That's right.

**Mrs. Campbell:** All right. Then you did a study, the Toronto nursing study. What is cognitive-style mapping, for example, at \$50,000?

**Dr. L. McLeod (Policy and Planning Co-ordination Office):** That's a programme intended to identify the best technique of learning of each individual, and to tailor the learning material so that each individual receives it in the style best adapted to his learning skills. So that for one individual it would be by book, for another one by lecture, for another one by closed-circuit television, and so on. And this is geared particularly to adult retraining for the trades, and it is an experimental process.

**Mrs. Campbell:** I see. How long did it take to do this? Is it an ongoing process?

**Dr. McLeod:** No, it is not ongoing, but it is still under way.

**Mrs. Campbell:** I see, so that by the time you are through with your study you may have a whole new group of people that don't qualify for the cognitive-style mapping that you have done?

**Dr. McLeod:** I don't understand the question.

**Mrs. Campbell:** Mr. Chairman, the answer to my question was that this is something which is done for each individual in the college programme, particularly in adult training or retraining. I would like to know how long it takes to do this, since it is something that has not been completed but is not ongoing. How valid is it at the end of it, if it has taken so long that the people have graduated before the cognitive-style mapping has been effective?

**Dr. McLeod:** It is scheduled to be a one-year programme. At the end of that time these people will have been trained in the same materials as others who go through the conventional course and therefore there will be a comparison of the learning technique by this teaching method to the normal method. It is not expected that people will be inadequately trained.

**Mrs. Campbell:** I see. I don't want to waste time but what is the Sheridan animation project? What are we animating?

**Mr. McLeod:** At Sheridan College a school in creative art has developed a technique of animation which is very highly prized in the television commercial field at the present time. They have developed a technique of animation involving the use of a special computer devised in Denver, which they have a contract to use as part of this experiment.

The experiment is aimed at trying to adapt the artistic skills of the creative artists and the computer skills of the people in Denver with the financial skills of the administrators in the college in an attempt to produce a readable document of the five-year forecast of the college. If that programme is successful, then it opens the way to a large number of other applications of the technique—perhaps, for example, in illustrating annual reports of private companies or portraying the large volume of data that government departments or government it-



self have to portray in a short period of time. That's the intention of the programme.

**Mr. B. Newman:** Does the minister know what he said there?

**Mrs. Campbell:** I haven't the faintest idea what he is talking about.

**Hon. Mr. McNie:** I must say I can't speak to the particular project, but I can speak to Sheridan's animation programme. It's by all odds the finest programme of its kind in Canada.

A new industry has been developed in this part of the country and they are trying to find ways of using these resources to the fullest advantage. This is one of the ways in which they are working to try to do it.

**Mr. Cassidy:** What do you mean—

**Hon. Mr. McNie:** If I may add one further thing, next Monday morning at this seminar the Sheridan people will be presenting "Theme Address," using their animation resources. This, I think, would be an opportunity for anyone who is interested to see just what skills they have.

**Mrs. Campbell:** Are we permitted to be there, Mr. Minister?

**Hon. Mr. McNie:** All members in the House were invited in my statement the other day.

**Mrs. Campbell:** Oh, I am sorry.

**Hon. Mr. McNie:** It is all right.

**Dr. Parr:** Mr. Chairman, I wonder if I might make one comment? Until about a year ago the ministry made about \$666,000 available to the universities for research projects. These were awarded on the NRC style, although at a much smaller magnitude, for people in universities to apply for funds to do the kind of research they wished to do.

Over a period of years, ending last year, as the new programme began last year, the ministry felt that it would be more appropriate if those funds were given on a contract basis to people who wished to do research on projects related to the ministry's mission. You will find that these projects do relate to the ministry's mission. They are about post-secondary education.

**Mrs. Campbell:** Following that, I would just like to ask, is it a fact—as it has been described to me—that we seem to be prepared to give money in post-secondary edu-

cation for people to come up with some almost gimmicky programme to catch attention rather than being concerned with the very solid work of the post-secondary colleges, particularly?

**Hon. Mr. McNie:** Yes. On the surface, looking at the titles—cognitive-style mapping and animation projects and what not—that might be the conclusion. But one thing I know is, the proposals that have come in from the colleges and universities since I have been here in the last six months, have been subjected to very close scrutiny. There is no gimmickry in any of the programmes that have been approved. As a matter of fact, there aren't very many that have been approved. There are something like nine here from something in the order of 15 universities and 22 colleges.

I don't think that there is any gimmickry in them really. It is difficult to explain some of these highly technical programmes in a way that is understandable. Certainly I found them difficult to understand in some instances.

**Mrs. Campbell:** Well, you could fool me on both of them.

**Hon. Mr. McNie:** I would be quite prepared to get more information on any of these if anybody wishes.

**Mrs. Campbell:** I'd appreciate it because you are catching me quickly on it, and I really don't understand them.

**Hon. Mr. McNie:** One thing I don't like to do is unnecessarily hold up movement—

**Mrs. Campbell:** No.

**Hon. Mr. McNie:** —on our votes, because I recognize your concerns and I share them.

**Mrs. Campbell:** For instance, what is the Ryerson proctorial project?

**Dr. McLeod:** This was a programme which was undertaken a couple of years ago. Its purpose was to draw a comparison between the ordinary classroom teaching project, which we are all familiar with from past years, and an experimental programme which Ryerson wanted to undertake at that time. In this programme the students would learn pretty well at their own pace and would be monitored by proctors or more advanced students in the course. The programme has been slow to get under way and it is just now proceeding.

**Mrs. Campbell:** And the \$9,000, which isn't much in this yearly budget, that is for what? Is it a study, is it special resource material, or is it for the students or for whom?

**Dr. McLeod:** No, it is to cover the cost of materials and supplies, and to some extent salaries for those people who need to be retained for this particular programme.

**Mrs. Campbell:** And what are the costs shared with COU and ACAP?

**Dr. McLeod:** These are programmes which are jointly funded by the ministry and the former Committee of Presidents, the Council of Ontario Universities. They represent a variety of subjects. Probably the one most familiar to us is the programme for instructional development, which is just starting. It represents a study by the universities to determine what are the new techniques, the new media, which can be useful in teaching. The ACAP study is a programme which has been under way for a couple of years. It is an in-depth review of graduate programmes with a view to determining that there is not unnecessary duplication between universities, and determining what ought to be the course of graduate programmes for the future.

**Mrs. Campbell:** Could somebody tell me to what extent this ministry is controlled by the university with its magnificent staff and its council? It seems to me that they have a tremendous opportunity to sell their story to us as opposed to the colleges that don't have this kind of an organization. To what extent does this body of people — funded really through the ministry—control the thinking of the ministry in assessing budgets to the university?

**Dr. Parr:** Are you talking about the Council of Ontario Universities?

**Mrs. Campbell:** I don't know whether it is the Council of Ontario Universities, but it is certainly a council of the universities which has a very large staff.

**Mr. Laughren:** You don't think anybody controls the thinking of this ministry do you? That is a horrible thought.

**Hon. Mr. McNie:** Actually we have between the ministry and the colleges and between the ministry and the universities a buffer group, the Council of Regents, and the Committee on University Affairs.

**Mr. Laughren:** They don't listen to you.

**Hon. Mr. McNie:** That isn't true, but—

**Mr. Laughren:** Well we could talk about the student awards and tuition fees.

**Hon. Mr. McNie:** Typically you pick one out of 100—the other 99 would listen.

**Mrs. Campbell:** My information is that you listen very closely and usually do what they say because they have a very highly trained staff.

**Mr. Laughren:** I would expect you would agree with the Tories.

**Mrs. Campbell:** I am not agreeing with the Tories.

**Hon. Mr. McNie:** I want to distinguish between the council of universities and the Committee of University Affairs. The Committee on University Affairs is representative of both the lay and the university community, and I can assure you doesn't always express the sentiments of the council of universities.

**Mrs. Campbell:** Well, getting on with the questioning, as far as I am concerned, to ministry surveys—what does the \$44,000 represent? Is that the etc., because I take it that the others—you are not dealing with Mercer now are you?

**Dr. McLeod:** That is intended to be a total for all consultants who are retained for advice to the ministry and the specific consultants named there are used as examples only. There is no individual consulting arrangement which amounts to \$44,000.

**Mrs. Campbell:** Is this just a loose ball park figure?

**Mr. McLeod:** This represents the money which has been paid to companies, like Mercer, in the period that was under review.

**Mrs. Campbell:** Oh, it isn't any part of this budget?

**Hon. Mr. McNie:** If I may refer to my own notes here, these are estimated costs looking into the year 1973-1974.

**Mrs. Campbell:** Well, I am asking about the breakdown in this budget; I didn't think I was dealing with last year's.

**Dr. Parr:** The figure is based on last year's experience.

**Hon. Mr. McNie:** Last year we actually paid out \$90,000. So this represents about half what we are anticipating.

**Mrs. Campbell:** Well, it is a strange thing. Have you anything specifically in mind for consultants at this time?

**Hon. Mr. McNie:** Yes, last fall our consultants, the Canada Consulting Group, did a very comprehensive study of the ministry, taking into account the wide range of new institutions and agencies that had been added to the ministry. They came down with a report at the end of the year and then they were retained to help us implement the reorganization. A large part of that money was set aside for fees in connection with the implementation—and also publication of the Dupre report.

There is a manpower report which is expected to come down very shortly; there is about a \$5,000 setup for it.

**Mrs. Campbell:** Well, Mr. Chairman, there are others far more capable of questioning these things than I, but could I come down to page 2, "special studies and projects"? What is Connect Campus at \$100,000?

**Mr. Laughren:** Ah, that is a very interesting one.

**Mrs. Campbell:** Is it?

**Mr. Laughren:** Yes. Pursue that one.

**Mrs. Campbell:** Are you going to tell me?

**Mr. Laughren:** I am familiar with that one. You ask them though. It is a very good question.

**Hon. Mr. McNie:** Mr. Lorne Johnston is our expert on that.

**Mr. L. M. Johnston** (Assistant Deputy Minister, College Affairs and Manpower Division): The Connect Campus—or as we refer to it, the campus 8 system—is a computer-based information, planning and budgeting system for the ministry and for the colleges.

The main element is a simulation model which combines technical data about programmes, students, staff, space, equipment and so on. It is an automated planning tool for the colleges. Each college is required to produce a multi-year plan which must be updated annually. We think it's a very useful tool in the college system.

**Mrs. Campbell:** Is this used in any way to bring in the data material from the colleges to your department? I don't understand.

**Mr. L. M. Johnston:** Yes, it is. We get information on students and on space. There is information in the system on staff but the staff are not identifiable to us as individuals—that is, by name. It gives information to us but it is used also by the colleges for their planning.

**Mrs. Campbell:** Does it, for instance, show you what the college planning is for professor-student ratios?

**Mr. L. M. Johnston:** Yes, that would be part of it.

**Mrs. Campbell:** It does show that sort of thing?

**Mr. L. M. Johnston:** Yes, that's right.

**Mrs. Campbell:** And the pilot studies at \$300,000 re student awards?

**Dr. Parr:** Mr. Chairman, may I answer that? For some time the provincial government has been attempting to persuade the federal government to extend its Canada student loan plan to cover part-time students. We've been unsuccessful so far. It was our hope at the time of the budget that we might be able to bring in some kind of part-time student loan plan. One of the provinces attempted this, I believe Alberta, and not successfully.

We were not sure of the costs that this would involve. The costs might involve payment of bad debts, administrative costs and possibly some payment to the universities for running it for us because it might involve them in additional costs. We are currently working through this and hope very much to introduce the scheme in time for the students who, on a part-time basis, begin this fall. It's an estimated figure.

**Mrs. Campbell:** And legal services?

**Mr. F. J. Kidd** (Executive Director, Common Services Division): Legal services? In prior years we employed the lawyers employed by another ministry. This year they have decided to charge back the cost of these lawyers.

**Mrs. Campbell:** Yes. These are from the Attorney General's office?

**Mr. Kidd:** In this particular case we use the lawyer from the Ministry of Education—two lawyers.

**Mrs. Campbell:** I thought all legal services were under the Attorney General now?



**Mr. Kidd:** No.

**Mrs. Campbell:** Two of you are nodding and you say no. Which is right?

**Mr. A. P. Gordon** (Assistant Deputy Minister, Universities Division): That is correct.

**Mrs. Campbell:** Do I take a consensus?

**Mr. Gordon:** I think they are seconded from the Attorney General to a ministry. Mr. Kidd has been in touch with them via the Ministry of Education but actually they are appointed by the Attorney General, or are responsible to the Attorney General's ministry.

**Mrs. Campbell:** This is interesting. I'm glad to have it. I think maybe there are others who would like to address themselves to that item in the vote. I will pass for this moment.

**Mr. Chairman:** Mr. Laughren?

**Mr. Laughren:** Thank you, Mr. Chairman. A couple of comments before we get into the specifics of policy and planning. One that you will recall I'm sure is that we discussed last week the appointments to boards of governors of the colleges and universities in the province?

Recently, three new members were appointed to the board of governors at Laurentian in Sudbury. We were discussing the absence of representatives of two groups on the board at Laurentian. One was women and the other was labour. Since that time all three appointments have been made, none of which was a woman or a labour representative. Now, there is one vacancy left, Mr. Chairman, through you to the minister.

Laurentian, by the way, has a rather unique way of appointing its board of governors. There are three federated church institutions each of which appoints four members of the board. So there are 12. Then there are, I believe, five appointees named by the Lieutenant Governor in Council. That takes you to 17. Then there's the president, who makes it 18, and I believe there is one other member. I don't know how that other member is appointed. I tried to find out but I couldn't.

I point this out to you to indicate that, in some cases, it's not your fault that there are no women or, even worse probably, that there is only token female representation on the boards. Every now and again, however, the opportunity does arise for you to make female appointments and labour appointments. Notwithstanding your comment about

women and labour, Mr. Minister, there really should be an attempt in this situation to make an appointment that is at least somewhat indicative of the community in which that university is located.

**Mr. Chairman:** I'm trying to relate this somehow to the vote.

**Mr. Laughren:** I think it has a great deal to do with policy, Mr. Chairman. If you really want to get into policy, could we get a commitment from you at this point, that when the vote on the OECA comes down you will step down as Chairman and I'll come and sit in?

**Mr. Chairman:** I will not only remove myself as Chairman, I will not participate in the committee's proceedings at all.

**Mr. Laughren:** Okay, good. The second point I want to make on that is that if you, as Chairman, really want to facilitate the debate in these estimates then to turn around your story from Friday to Monday sure as heck isn't the right way to do it. You used the argument that you wanted to speed up the debates and keep the interest in the estimates of this ministry going.

**Mrs. Campbell:** These Tories will do anything.

**Mr. Laughren:** But what you are doing is not the way to do that. You get the backs of the opposition up when you do that. And that is not in the best interest—

Interjections by hon. members.

**Mr. Chairman:** Mr. Laughren, we are straying pretty far from the particular vote that we are on.

**Mr. Laughren:** I think it has something to do with policy, Mr. Chairman.

**Mr. Chairman:** That is stretching it pretty far.

**Mr. Laughren:** Not very far, not very far. What I was talking about was the appointments to the boards of governors as part of the policy in this ministry. I think that it is not good enough to sit back and blame others whether it is the municipality or the church-related institutions—for the appointments that have been made to the various institutions in the province. The ministry has to set the example and indicate to those people that things have to change.

**Mr. J. A. Taylor** (Prince Edward-Lennox): Is this not the situation now, Mr. Chairman—

**Mr. Laughren:** No, it isn't.

**Mr. Taylor:** —in connection with other boards of governors? Or is this a singular circumstance that prevails in the Sudbury area?

**Mr. Laughren:** It is common to the whole province.

**Mr. Taylor:** Are you sure of that?

**Mr. Laughren:** Absolutely.

**Mr. Taylor:** Maybe we could have some comment on it.

**Mr. Laughren:** Do you want me to go over the whole list again?

**Mrs. Campbell:** No!

**Mr. Laughren:** I'm prepared to do it.

**Mrs. Campbell:** We know it.

**Mr. Chairman:** It is on the record.

**Mr. Laughren:** If you had been here earlier in the estimates you would know that this is common throughout the entire province. Name a college or a university and we can prove to you that it is not an isolated incident.

**Mr. Taylor:** Where you don't have a woman or a labour representative?

**Mr. Laughren:** Where you have only token representation by women and labour on the boards of governors. Name me one university.

**Mr. Taylor:** Sure, I will name one. The Centennial College of Applied Arts and Technology.

**Mr. Laughren:** How many women?

**Mr. Taylor:** You've got one woman and one man.

**Mr. Laughren:** That's what we mean when we say tokenism. Now what about the labour element?

**Mr. Taylor:** That's a question of definition, whether there is tokenism or not.

**Mr. Laughren:** Well, it is automatic! When you have 50 per cent of the population female and less than 50 per cent females on the board of governors, it's tokenism.

**Mr. Chairman:** Order! Order!

**Mr. Taylor:** It's not tokenism.

**Mr. Chairman:** Order!

**Mr. Laughren:** I don't expect a different attitude from that side of the room, I might add.

**Mrs. Campbell:** It is tokenism.

Interjections by hon. members.

**Mr. J. Root** (Wellington-Dufferin): How many women has your party got in the House?

**Mr. Laughren:** But we're going to change it.

**An hon. member:** Oh, sure.

**Mr. Chairman:** Order. Order, please!

Interjections by hon. members.

**Mr. Laughren:** It is the members of the government who are disrupting the order.

**Mr. Chairman:** Not only does it not seem to be related to the vote, but it is somewhat repetitious.

**Mr. Laughren:** Who is making it repetitious, Mr. Chairman? Not me.

**Mr. Chairman:** My memory may be slipping but I think I have heard the word "tokenism" a few times. I think you have made your point.

**Mr. Laughren:** Mr. Chairman, I was only trying to bring the minister up to date on something we talked about last Thursday and Friday.

**Hon. Mr. McNie:** Didn't you talk about it last year at length?

**Mr. Laughren:** And nothing happened.

**Hon. Mr. McNie:** You did talk about the lack of women on the—

**Mr. Laughren:** And nothing happened.

**Hon. Mr. McNie:** I didn't find it in there.

**Mr. Laughren:** Nothing happened. Nothing ever happens.

**Mrs. Campbell:** I didn't talk about it last year, in my statement either.

**Mr. Laughren:** You should take that note of surprise out of your voice—it doesn't wash any more.

But I only mentioned that, Mr. Chairman, in hope that it's part of the policy of this

ministry that they take a more active role in directing that the people responsible for appointments are made aware of changing times. I don't think they are, now. It is up to the ministry to make sure they are.

I was really interested in noting that the conference next week is to cost \$55,000. I don't like to be unduly harsh on this minister, but I must, on the other hand, state the facts as they appear to me—that when it costs \$55,000 to put on a conference in a public institution, it indicates to me that there is something wrong.

Why does it cost \$55,000 to run a public conference, with volunteer people contributing their time, on giving the province a better post-secondary institution? Why \$55,000? I would like to have your comments on that at a later date.

**Dr. Parr:** I don't have a detailed breakdown, but if Mr. Chairman would allow me—

**Mr. Laughren:** Sure.

**Dr. Parr:** A man competent in organizing conferences was hired for an eight-month period to act as its co-ordinator. This takes up a reasonable amount of those funds.

**Mr. Laughren:** Eight months, for one—

**Dr. Parr:** Yes, we began about the turn of the year. There will be things to do as a follow-up, with some secretarial assistance, and these are separately budgeted.

**Mr. Laughren:** Is this on a contract basis?

**Dr. Parr:** Yes.

**Mrs. Campbell:** It wasn't Barry Lowes, was it?

**Dr. Parr:** No.

**Mr. B. Newman:** He was busy that day.

**Dr. Parr:** We are paying the expenses for some visitors from abroad. There is a dinner. There are the normal publicity expenses for getting programmes and so on out. I think the facilities of Hart House have to be rented. The figure quoted was an estimated figure. I suspect we will come in a little below it, but I think you can see we are in the right kind of order.

**Mr. Laughren:** Thank you. The other thing I would like to talk to you about in somewhat more detail is the way in which you determine your enrolment projections.

I am truly fascinated by the different

figures that one can come up with if one starts to read the literature from the Ministry of Colleges and Universities, either from the ministry itself, or from the individual institutions, as to what their enrolment projections are.

You can even look at what their actual enrolment was for the past year and come up with different figures. But when you get into the projections—that's when I don't know how the figures can be so different.

I would like to give you a few figures—I won't go through the whole gamut available. But if we could look, for example, at the green book you distributed on the first day of these estimates—you estimated there that the enrolment by institution in November, 1972—I'm talking now about totals—the total full-time was 121,938. Then when you include your part-time—I assume by the way that means part-time equivalent, does it? Or full-time equivalent. Which does that mean?

**Hon. Mr. McNie:** Part-time.

**Mr. Laughren:** Is that numbers of bodies? Okay. So you get a total—

**Mrs. Campbell:** It could be units.

**Mr. Laughren:** So you get 174,007 total enrolment in our post-secondary institutions. Okay?

**Hon. Mr. McNie:** Mr. Chairman, I was wondering if it might be more appropriate to deal with this when we get under universities. I think we can get into this subject and a lot of other related subjects. If you are going to take policy and describe it as you are, there is absolutely nothing that you can't discuss in this particular item, and that's not intended.

I discussed earlier on Friday what we understood by the function of the policy and planning department. I admit that this could come in under it, but I think that it might better be discussed in the larger context of the university picture.

**Mr. Laughren:** Under the grants to universities, is that what you're saying?

**Hon. Mr. McNie:** That is right, under the whole—

**Mr. Laughren:** Fine, I have no objection to doing that.

**Hon. Mr. McNie:** —the next vote, if you are agreeable to that.



**Mr. Laughren:** I have no objection to that.

**Mr. Chairman:** Just as a reminder, expenditure estimates should really be examined in the vote in which the expenditure is being estimated—

**Mr. Laughren:** I appreciate that and I agree.

**Mr. Chairman:** —and as I understand it there isn't anything in this for enrolment projection.

**Mr. Laughren:** Okay, the only thing I was trying to get at was—

**Mrs. Campbell:** Well, there's enrolment studies.

**Mr. Laughren:** —as part of the policy of this ministry. Where were you heading in terms of making more sophisticated enrolment projections, that's all? But I don't mind waiting until we get to that.

The one thing I would like to know, and you may want to put this off until the university estimate vote, too, is how the deficits are handled by the post-secondary institution?

When a post-secondary institution runs a deficit, I understand that it's done so, strictly as a responsibility of that post-secondary institution, and that the ministry does not pick up the tab when it runs a deficit.

But on the other hand one can imagine all sorts of strange circumstances where a post-secondary institution did indeed run a very serious deficit, and continued to have deficits, either because of falling enrolment or stable enrolment, and couldn't pay off the deficit. What is the policy of your ministry on the handling of deficits?

**Mr. Kidd:** The occasion has not arisen yet where consistent deficits have been run, and this policy is inherent in the whole policy of formula financing, which puts the onus of running deficits into the hands of the institution. We have not had occasion to have institutions running deficits, and I don't think there are many institutions with deficits at the present moment.

**Mr. Laughren:** What happens, though, if—

**Hon. Mr. McNie:** I would like to say there were a great many spoke about some very formidable deficits last fall, and through very responsible management they have been able to correct some of these deficits or de-

termined that the predictions were perhaps grossly exaggerated.

**Mr. Laughren:** Or that the compensatory grants bailed them out.

**Hon. Mr. McNie:** No, not in this field.

**Mr. Laughren:** Well, I'm thinking of Trent University. Do you mean to say that Trent University would have had a deficit without the compensatory grant?

**Dr. Parr:** The compensatory grant was of the same order; indeed very close to the emerging grant that it has had for many previous years.

**Mr. Laughren:** Right, but that was not to be given to them. Right?

**Dr. Parr:** Oh no, that's not true.

**Mr. Laughren:** Are you saying that Trent was going to be given an emerging grant?

**Dr. Parr:** An arrangement has been agreed upon—

**Mr. Laughren:** I know.

**Dr. Parr:** —by the universities whose enrolment is less than a certain number, that they might expect what used to be called an emerging grant, what is now called a compensatory grant, which compensates for the fact that their enrolment is below that critical sort of number which one believes the formula operates at.

I would imagine that if Trent, Brock, Laurentian or Lakehead cared to calculate ahead of time roughly what its emerging or compensatory grant would be it would be very close to the figure they actually got.

**Mr. Laughren:** So what you are saying really is that the compensatory grant was really a continuation of the emerging grant. Right?

**Dr. Parr:** Yes.

**Mr. Laughren:** That is interesting, because when the minister made that announcement about the compensatory grants, I didn't know what he had based it on—whether it was need or a formula—because I couldn't decipher a formula in his announcement.

**Dr. Parr:** It is based on a formula—not the same formula as the general formula grants.

**Mr. Laughren:** I know.

**Dr. Parr:** I think I mentioned last time that it was called compensatory rather than emerging because these universities told us they were sick of being called emerging universities; and I think that this point of view was sympathetically received.

**Mr. Laughren:** They looked at the enrolment charts and knew they would never emerge.

**Dr. Parr:** And they have been established for many years.

**Hon. Mr. McNie:** Well, in fact, some of them had taken on heavier burdens and more courses than the students really wanted. In some cases they were discouraged from doing what they did, but they insisted on doing it.

**Mr. Laughren:** If I might leave that for a moment, what is your policy on the SACU tests at this point? Is this an appropriate time to ask this question?

**Hon. Mr. McNie:** Well, I don't know what is an appropriate time. It could come under a university vote.

**Mr. Laughren:** Fine, it doesn't matter to me.

**Hon. Mr. McNie:** It all depends on how you want to handle them. If we package everything up into this one vote it won't leave very much to discuss when we get to universities.

**Mr. Laughren:** Oh, I think there will be quite a bit there.

**Mrs. Campbell:** I think we will have some other discussions.

**Mr. Chairman:** The danger is that it will be discussed again.

**Mr. Laughren:** Well, whatever you like then, Mr. Chairman.

**Hon. Mr. McNie:** I would prefer that we dealt with these in the context of what our original thinking was here. The policy and and planning branch is a new branch and it was set up to do certain things that the consultants felt were needed, they were needed.

**Mr. Laughren:** Fine, would you like to leave that then? I would conclude my questioning on this particular vote by quoting to you from George Eliot. Would you like that, Dr. Parr?

**Dr. Parr:** Thank you. I would appreciate that.

**Mr. Laughren:** When an engineer likes to quote from George Eliot it is a good sign in your ministry, Mr. Minister.

**Mr. V. M. Singer (Downsview):** He could borrow the string quartet they used this afternoon.

**Mr. Laughren:** This is a quote from George Eliot, and I think maybe it applies to the policy planning within your ministry.

**Mr. T. P. Reid (Rainy River):** You are a George Eliot fan?

**Mr. Laughren:** It goes like this, and I quote: "With dim lights and tangled circumstance they try to shape their thought and deed in noble agreement. But, after all, to common eyes their struggles seem more inconsistency and formlessness."

**Dr. Parr:** I never did like George Eliot.

**Mr. Laughren:** I can understand that.

**Mr. Chairman:** Do you want to follow that act, Mr. Singer?

**Mr. Singer:** Yes.

**Mr. Chairman:** You'd like to follow that?

**Mr. Singer:** I wonder if this is the appropriate place, Mr. Chairman—

**Mr. Chairman:** What's your point, sir?

**Mr. Singer:** —or perhaps another vote, to discuss the report from J. Douglas McCullough. Now, is this the little niche in which we put it, or would you like it under another vote?

**An hon. member:** This is the vote.

**Hon. Mr. McNie:** I'm sorry, I didn't follow that.

**Mr. Singer:** J. Douglas McCullough.

**Hon. Mr. McNie:** I know, I heard the name, yes.

**Mr. Singer:** Yes.

**An hon. member:** Unit costs—

**Mr. Singer:** Is this the point where we should discuss Mr. McCullough's comments?

**Hon. Mr. McNie:** On costs of capital?

**Mr. Singer:** On costs, yes. And expense of university buildings, and that sort of thing. Or would you rather I did it somewhere else?

**Hon. Mr. McNie:** I would say the next vote, yes.

**Mr. Chairman:** A half billion dollar vote.

**Mr. Singer:** Well, I have got a lot of patience so I will wait. At some appropriate time I'd like to discuss Mr. McCullough's views, and hear the minister's views.

**Hon. Mr. McNie:** Well, I'm looking forward to hearing from you.

**Mr. Cassidy:** I would like to enter into a rather misty area which so appropriately follows the quotation from George Eliot.

It's been a mystery to us in the opposition just what on earth the superministers do. I'd like to know, since the policy and planning branch have meant to co-ordinate with the policy field committee and provide the prime working contact, in what does that prime working contact consist? What do you do? What effect does it have on the ministry and what effect does it have in terms of any input you've been able to put into other ministries of the social development field?

Perhaps the minister could answer that one.

**Hon. Mr. McNie:** Well — I'm afraid you are going to be on the outs—actually there are a great many areas. For instance, when we brought our student loan paper report to the policy field. This was the matter that was of interest to other people. Certainly it was of interest to the field of Community and Social Services. It was of interest to the Minister of Education (Mr. Wells), because some of the things we were talking about had effect on the Ministry of Education.

One of the programmes was encouragement to secondary-school students to go on to university; the question of what direction the government is going to take in pre-school education; determining where the community college people should fit into that picture.

You know, there are any number of instances where our papers can appropriately be brought to the policy field. Those are just two examples, but there could be very many more of them.

**Mr. Cassidy:** Well, I am not particularly satisfied with those two, because neither of them—

**Hon. Mr. McNie:** Why aren't you satisfied with them? Do you not agree that the question of training of students in child care and in pre-school is of some consequence?

**Mr. Cassidy:** Of course, I agree it is of some consequence; I'm not sure if it requires maintaining a branch with a \$1.5 million budget.

**Hon. Mr. McNie:** No, but it is one of the papers that has been prepared by another ministry and which our ministry is given to review. The same with the question of—if I may bring the subject up—the OECA. The paper that we have before us on OECA is one that is being considered by this branch along with the other branches.

**Mr. Cassidy:** Well, okay. I don't particularly feel convinced about that.

**Hon. Mr. McNie:** What are you interested in knowing? Whether or not there is a need for a planning policy?

**Mr. Cassidy:** I'm really just exercising my curiosity about this one, Mr. Minister. I'm afraid that the government in too many areas has got itself wrapped up in the gobbledygook of management consultants and people like that. The words that you used in your introduction to the estimates concerning this policy and planning branch are typical of that kind of thing. There is an enormous suspicion from outside that an awful lot of it is meaningless.

I don't want to be an anti-intellectual about this but can you defend all of the money that you have put into the policy and planning branch? Do you think it's all been well spent, or would you argue that half of it has been well spent, but you don't know which?

**Hon. Mr. McNie:** I could agree that we could use half as much paper as we get. But, you know, it's like advertising, it's a question of knowing sometimes—I'm not trying to be facetious—which half is well spent.

One of the things that became very clear after I joined the ministry was that there was a need for people who could sit down and take the time to prepare a thorough paper or to analyse the papers that were being prepared by the other ministries to make sure that there wasn't unnecessary overlapping or that the ministry wasn't being short-changed and the clients that they were serving—the students namely—weren't being short-changed in the process of serving other—



**Mr. Cassidy:** Well, in the pursuit of that, your policy and planning branch has continued the policy of grants to universities which the deputy said was about two-thirds of a million dollars. It has now gone up to \$850,000, although it is now done on a contract basis, rather than simply giving the money to the universities to pursue their own priorities. But then in addition you have generated just under another \$1 million worth of special studies and projects which weren't there before.

Again, one is curious. I can't say they are not justified; I wonder whether all of them are.

Let me ask you about the special studies and projects in a little more detail. Let me start with Festival Ontario, because that again is the kind of thing which this government comes up with. I would like to know what are the administrative costs of Festival Ontario.

**Hon. Mr. McNie:** I would hope very low. As a matter of fact, that's one thing I can speak to with some knowledge because one of the first things we did last fall was get all the organizations and agencies that were under our ministry, and which had hitherto not been under the ministry, together, to discuss how we might mutually reinforce one another and become acquainted with one another's resources—the community colleges and the Science Centre and the art gallery and the museum—and how together we might make these resources more available to the rest of the province.

Quite frankly, we are already embarked on a programme that I think is going to do just that. It is going to supplement some of the initiatives that are already being taken locally.

**Mr. Cassidy:** That's fine. How many community arts festivals will be assisted by the Festival Ontario programme?

**Hon. Mr. McNie:** That will depend in large measure on the kind of initiatives that are taken by the community. Right now we are getting inquiries from communities just as a result of the press release the other day. Such as Guelph, for instance, where people have their own music festival, and would love nothing better than to tag on what we are proposing here to have the museumobile go up there, and to have some input from, let's say, the National Ballet School or from one or another of these groups.

The funding we are talking about is primarily assisting these groups in whatever nominal expenses are involved in their travelling to

the place. There is no direct funding of the group that's holding the festival, but only those expenses that are required to make it possible for these groups to get there. It will change from time to time, depending on whether the Shaw festival people are available, or the Stratford festival people are available, or an art show is available, and then depending on where it is located in the province.

**Mr. Cassidy:** Have you an administrative staff for Festival Ontario?

**Hon. Mr. McNie:** At the moment, no.

**Mr. Cassidy:** Will you have one?

**Hon. Mr. McNie:** I would like to see, and I have made it clear by memorandum, that most of the money goes into support of the programmes and not into an administrative staff.

**Mr. Cassidy:** When you have one—

**Hon. Mr. McNie:** We will have a co-ordinator, yes, I would think.

**Mr. Cassidy:** And how many other people will you have in addition to the co-ordinator?

**Hon. Mr. McNie:** I would hope none would be necessary. I would hope the resources that these other groups have right now would make that unnecessary. Actually, you know, our resources in these areas, I think, have been very conservative.

**Mrs. Campbell:** That's what we are afraid of.

**Mr. Cassidy:** That word is acquiring new meaning now, Mr. Minister, and it doesn't mean what you think it does!

**Mr. J. F. Foulds (Port Arthur):** It means minimal—the same thing.

**Mr. Cassidy:** Just like the Hydro building is minimal, is that right?

**Hon. Mr. McNie:** Seventy-six seats.

**Mr. Cassidy:** The seminar on the post-secondary learning, I have learned to my surprise—

**Mr. Singer:** Do you want to try for 77, like tomorrow?

**Mr. Cassidy:** —is going to cost \$55,000, Mr. Minister. How come?

**Dr. Parr:** I did outline those just a few minutes ago.

**Mr. Cassidy:** You did? I am sorry, I missed that.

**Dr. Parr:** I will do so again if you wish. We called in a co-ordinator specifically hired on contract to look after this—this does not appear in our other budget items—and a secretary. The facilities have to be rented. There is a certain amount of printing, and those people who come in from far distances as speakers—not just as delegates but as speakers or chairmen; and there are some—have their expenses paid. There is the planning committee, whose expenses are paid for. The figure is an estimate; we may not reach it, but it was an estimate at the time we went to budget.

**Mr. Cassidy:** You know, you should take a leaf from the Ministry of Treasury, Economics and Intergovernmental Affairs, which staged a conference up in Peterborough the other day, with three levels of government represented. I understand that as far as the delegates were concerned, they had to pay their own way—and these were government people, who normally expect to ride for free.

**Mr. Laughren:** Fly for free.

**Mr. Cassidy:** Now are the academics you are bringing in here so poor that you can't at least let them pay their own freight?

**Dr. Parr:** The delegates are paying their own way, sir.

**Mr. Cassidy:** So the \$55,000 is just to cover the incidentals?

**Dr. Parr:** No, I think I mentioned that a member of the staff and his secretary were hired for this particular purpose for an eight-month period, which takes up a certain amount of his time.

**Mr. Cassidy:** How much would that take?

**Dr. Parr:** I would imagine this would take \$20,000 or \$25,000 for a man and his staff. And there are the normal printing and publicity charges—I don't have these itemized before me, so I hope you will accept these—

**Mr. Cassidy:** I understand. But dare I say you have a conference in which \$25,000 has been spent on a co-ordinator to organize the thing over a period of eight months, but when the conference is actually held we find that the evening sessions are short and people have the afternoon off presumably so they can go and look at the cultural or entertainment facilities in Toronto? In the meantime, the minister is bringing in Festival Ontario, which is also having a co-ordinator, with staff

and people like that. The ratio of output to input is pretty bad.

**Hon. Mr. McNie:** Let me speak to that; that's a lot of nonsense.

**Mr. Cassidy:** Well—

**Hon. Mr. McNie:** Seriously now, the work that has been done on the conference has been very considerable, and this is to ensure that we get as representative a group of people as we can.

The kind of costs we're talking about here basically are very minimal costs. Publicity represented one letter which went out with an application form in an envelope to the universities and colleges and to various professional, labour, ethnic and student groups and others.

That represented the publicity.

As far as the costs are concerned, there were certain costs incurred by the planning committee. Some of the people came from the north, which we wanted to be represented, and there were some costs represented there. The only cost we're taking up at the conference itself is one dinner, if I'm not mistaken.

**Dr. Parr:** That's right.

**Hon. Mr. McNie:** The rest of the costs are going to be borne by the delegates themselves. It might be argued that the government should be prepared to foot some of the delegate costs, and this was something that was argued at great length. But, frankly, the kind of investment we're making in a field that represents an expenditure of about \$850 million, after spending \$1.5 million on the COPSE report, is very minimal.

**Mr. Cassidy:** I don't like that attitude, Mr. Minister—

**Hon. Mr. McNie:** I don't care whether you like it or not!

**Mr. Cassidy:** You say you have \$850 million, so what's \$50,000?

**Hon. Mr. McNie:** I didn't say, "What's \$50,000?"

**Mr. Cassidy:** That's exactly the attitude you are taking.

**Hon. Mr. McNie:** I was responding, Mr. Chairman, to the member's expression of—

**Mr. Cassidy:** That is exactly the attitude you've taken, that within that budget at

large you don't think there is anything wrong with spending \$50,000.

**Hon. Mr. McNie:** You are expressing it that way. I'm just telling you there have been a lot of people who have been working at this thing for nothing, and the kind of investment that's been made is far out of proportion to the \$55,000 we are talking about here.

**Mr. Cassidy:** I'm suggesting that it's possible—I don't know, but it is possible—that this conference won't be worth \$50,000 to you.

I look at the programme and I find that the concurrent discussion groups, from which one would expect the most productive part of the conference to arise, lasts for half an hour on the Monday afternoon; then I believe they don't resume again until the next day, and the next day they last for a period of one hour. By the time people get together and part, they can barely get to know each other's name.

**Hon. Mr. McNie:** You are suggesting that somehow or other this is a festival. This is quite an appropriate way to hold a conference, and people who are a great deal more sophisticated and more concerned with getting a dollar's worth out of holding a conference found that this is the best way.

What you do is you start people off early in the morning and you work them through until 1 o'clock; then you give them the afternoon off, particularly when you are speaking of the summer. You come back again from 5 o'clock to 7 o'clock and you have dinner; then, after dinner, you come back again.

I think if you talk to some of your friends, such as Mr. Laughren, in marketing and other fields, that you'll find this is the most productive kind of conference.

**Mr. Cassidy:** No, I don't accept that, Mr. Minister.

**Hon. Mr. McNie:** Whether you accept it or not, we're not pioneering here. This is a practice that has been followed by people who have invested a good deal more work and have had a lot more experience than we have had with it.

**Mr. Cassidy:** Mr. Minister—

**Hon. Mr. McNie:** And it works.

**Mr. Cassidy:** Do you honestly maintain that an hour and a half in total over the

course of two days, with a group of about 35 to 45 people on average in each of these discussion groups, is enough to discuss the needs of native people at the post-secondary level, or the incentives for graduate studies, or for that matter the attitude of taxpayers and legislatures toward the increasing costs of post-secondary education?

**Hon. Mr. McNie:** Let me just say this, that at the very first meeting we had, which one of your colleagues attended, we discussed whether it was appropriate to even have a conference. This was discussed at great length, because we were not pushing the conference as being something that had to be held. We simply said, "Is this an appropriate time to have this kind of a conference?"

It was agreed by all of the people who were there, and they represented a wide cross-section of the community, that there was no possible way we could cover a field as broad as the field that we were talking about and give everybody satisfaction. But they agreed it would be healthy to get people together so they could discuss it.

A good many of the people are going to be spending their time between 1 o'clock and 5 o'clock, which you are concerned about, actually discussing some of these issues and meeting with one another. Frankly, this is the intent of the conference.

We could have spent the whole three days discussing any one or two of those subjects, let alone the whole field of post-secondary education. After all, the commissioners took four years to discuss it.

**Mr. Chairman:** Have you completed, Mr. Cassidy?

**Mr. Cassidy:** No, I've not. I would like to point out to the minister that \$55,000 could do other things, such as help support 50 or so students who can't now afford to go to university because of the student loan plan and the level of fees that exist there right now.

What are the pilot studies that are under way regarding student awards? Do they consist of academic or research studies, or do they comprise a pilot programme where you are trying to keep a file of student awards?

**Hon. Mr. McNie:** The deputy explained to Mr. Laughren earlier that in the absence of any support in the Canada Student Loan programme for part-time studies—and we had hoped that there would be, not only for ourselves but for the other provinces—we have undertaken to do some pilot studies ourselves



to find out what is the most appropriate way to render assistance to the part-time students.

It is a tricky area. Other provinces and states have played with it, and tried to work at it, but it is simply not that simple. We are going to give it a good try this year and see what we can do with it, but quite frankly we could have used some help from Ottawa.

**Mr. Chairman:** Mr. Newman.

**Mr. B. Newman:** Thank you, Mr. Chairman. I wanted to ask of the minister about one of the studies conducted by York University on grade 12 enrolment. Would you have one of your officials elaborate on that study, Mr. Minister?

**Dr. McLeod:** This programme is intended to develop a background of information on the motivations of younger people. The programme will be conducted by surveying some 3,500 grade 12 students across the province, representing about 100 high schools, in order to determine what their intentions are at this point in time with respect to continuing their education, what their motives are, who influences their decisions and, basically, the type of thinking that these grade 12 students are indulging in at this present moment. It's our hope that, with that kind of survey, we will be able to develop a better understanding of what the students in the later years in high school are thinking and hence develop a sophistication in forecasting attendance.

**Mr. B. Newman:** That actually has nothing to do with the adaptability of a grade 12 student's entrance into university, or whether he was capable enough of taking studies in university?

**Dr. McLeod:** It's not intended to read on that question.

**Mr. B. Newman:** No. On the bottom, under educational planning on the studies, you have extension of administration standards study. What is that all about? Apparently, there is \$18,500 being allocated for that.

**Dr. McLeod:** This represents a programme which has been brought to our attention. It is not being funded at the present time. It is one of a number which are on the list which have been suggested to us as possible study areas and it has not yet been approved. In fact, it hasn't been studied within the ministry. The basic idea of the programme is to determine the adaptability or the capability of students to undertake university work.

**Mr. B. Newman:** In other words, we could reduce the estimates of this department by that amount and it wouldn't affect the department one iota?

**Dr. McLeod:** I don't think that's a valid comment.

**Mr. B. Newman:** You really haven't assigned it at all so you really don't need the funds.

**Dr. McLeod:** No, I said—

**Mr. Singer:** You haven't funded it; you haven't studied it; and you haven't really discussed it so why do you need the \$18,000?

**Dr. McLeod:** This is illustrative—

**Mr. B. Newman:** How many other places have we in here where we might have similar types of funds allocated, with no intention of ever using them other than, maybe, to pad a budget and then have a fairly nice surplus at the end of the year?

**Dr. Parr:** Mr. Chairman, I think I mentioned earlier that there used to be a sum of money, about \$700,000, which was made available to university personnel for research projects. It was the thought of the ministry a year or so ago that such research projects should be devoted to the mission of the ministry. One can't predict precisely what these are going to be ahead of time but roughly this amount of money is set aside should project proposals be made or should the ministry wish to contract particular research projects to colleges and universities during the course of the year.

**Mr. B. Newman:** When I look—

**Dr. Parr:** The number of proposals and the number of things that we would wish to have done would exceed the amount of money that we have available for it.

**Mr. B. Newman:** I can understand that but when I look back at the 1971-1972 estimates and look at the estimate and the actual spent, I can see there's a discrepancy of some \$25,000. In other words, what you have really done is over-budgeted and at the end of the year you have a surplus. You leave one with the impression that you have run a very efficient organization whereas you have really over-budgeted.

**Hon. Mr. McNie:** That's attributing a much more Machiavellian intent to this than there is here.

**Mr. Reid:** You're not that smart.

Interjections by hon. members.

**Hon. Mr. McNie:** I'll ignore the hee-haws from the left here. Actually, a lot of these programmes are serious programmes. For instance, the communications arts survey is one to which we are committed. There are others which we are committed to undertake.

There are others, as Dr. McLeod in utter honesty has said, on which we have not yet decided finally whether we are going ahead with them. You know, I think that—

**Mr. B. Newman:** These are the ones I am referring to. How many others are there like that? We can go into almost every department of government and find the same thing.

**Hon. Mr. McNie:** It may be that in another three weeks from now a study could be undertaken very profitably as a result of something which has developed in the post-secondary field, and for which we need the moneys.

**Mr. B. Newman:** That may be true but you have budgeted this for this type of a study. You have indicated such and you have no intentions of carrying on with it now.

**Hon. Mr. McNie:** I am sorry. I don't know what the heading is on your sheet; I didn't get the sheet there. The one I have says, "Projects awaiting analysis and decision"; that is the heading I have on mine.

**Mrs. Campbell:** Yes, at the top.

**Mr. B. Newman:** I want to ask several other questions here, Mr. Chairman—

**Mr. Singer:** Before we leave that one, did you have a similar item in your budget last year under this heading?

**Hon. Mr. McNie:** Yes, it came under—no, it was under "research." We had "research and statistics"; this is part of "research and planning."

**Mr. Singer:** Out of your total moneys for research and planning last year, how much did you spend?

**Mrs. Campbell:** They don't expect you to ask that. They aren't ready for it.

**Mr. Singer:** I'm sorry.

**Mrs. Campbell:** You're a miserable type.

**Hon. Mr. McNie:** The difficulty, in all fairness—I think the member for Sarnia (Mr.

Bullbrook) came over and understood the problems we have here because of the reorganization that is involved. There is a switch in so many of these that actually the critical things, the actual amounts of dollars, are almost the same. What has happened here is that we have got them allocated to different areas.

**Mr. Singer:** Yes, but my colleague from Windsor makes a very valid point and I was listening very carefully to the remarks of your official. He says this \$18,500 is for something which hasn't been funded; which hasn't been studied; and about which, you haven't made up your minds. If you are that vague about it, why do you need an \$18,500 item in there for something which you have no idea whether or not you are going to use?

Surely the whole purpose of estimates is to do things that you estimate will be required during the current spending year? My colleague from Windsor, in his usual capable way, has dug this one out; here is one item that he directs you to for which there is no excuse at all. Why don't you just take out that \$18,500?

**Hon. Mr. McNie:** If you are taking that particular subject, I would suggest that admission standards is a pretty valid subject for study. Anything that is going to give us more information than we presently have, or more up-to-date information than we presently have, could be very useful.

**Mr. Laughren:** It would be, if the moneys were used.

**Mr. Singer:** Mr. Minister, if you are just looking for heads of endeavour that you might spend money on, probably something as general as this might make some sense. But here, specifically, your officials have said, "This is not funded. We haven't studied it. We don't really know if we are going to go ahead with it." You are now trying to justify it. With this large expenditure you have here, surely you should argue in support of the things which you can justify and for which you have plans? You are asked to project your expenditures a year in advance and here is one that somebody thinks might be a good idea sometime. It just doesn't make any sense to do that.

**Hon. Mr. McNie:** My deputy is trying to speak to this.

**Dr. Parr:** Mr. Chairman, a certain amount of money is put aside for research purposes. It's a rather smaller percentage than a com-

parable industry would be expected to put forward for research purposes.

The titles that are before you are examples of those things which are before us at present. We have much of the year yet to run and there will be many other cases which are not yet before us in terms of the specific projects.

**Mr. Singer:** But surely that's the whole purpose of budgeting? The Treasury Board—

**Mrs. Campbell:** This isn't a budget. These are estimates—they don't budget. They never have.

**Mr. Singer:** The Legislature asks you to come before us and tell us how many dollars you are going to need to carry on your endeavours during the current 12-month period.

**Hon. Mr. McNie:** We have been—

**Mr. Singer:** We are entitled to expect that you are going to be reasonably specific, even though we may not agree with your judgement on particular things.

**Hon. Mr. McNie:** Yes, but, Mr. Singer, I think that—

**Mr. Singer:** Here's one on which you're not even exercising judgement.

**Hon. Mr. McNie:** We have tried to be specific and maybe this is where we made a mistake. If we had come in and said, "We have set up \$1.5 million or \$450,000 for research projects in the new year," we would have had less trouble than we are having right now. The fact of the matter is that our people in their—I was going to say naiveté, but that's the wrong word—in their honesty—

**Mr. Foulds:** Wisdom is the right word.

**Mr. Singer:** Or lack thereof!

**Hon. Mr. McNie:** —brought you a figure. It says "Projects awaiting analysis and decision," and because of some of the other things which have been preoccupying us they haven't been able to decide finally if they are going to approve some of these.

**Mr. Singer:** Why don't you be a hero and take it out?

**Hon. Mr. McNie:** These are only among a dozen or more studies which could be carried on while the—

**Mr. Reid:** Do something different, take them out of the estimates.

**Mr. B. Newman:** Mr. Chairman, may I carry on with my point? I had made certain remarks earlier as to the amount of money that was budgeted in one year and the amount expended. I was in error because I was looking at the wrong set of figures. The error is far more serious.

In the 1971-1972 estimates you had \$680,000 in policy and planning. You actually expended \$547,000. That was \$133,000—roughly \$133,000—I would assume of studies that you did not conduct, so why do you include them if you have no intention of carrying them on? You're simply over-budgeting to present a prettier picture at the end of the year. I would say that in the present year you are likewise more than likely over-budgeting—because experience shows this is just what you are doing.

**Hon. Mr. McNie:** What do you have to say about the places where we overspent last year?

**Mr. B. Newman:** I beg your pardon?

**Hon. Mr. McNie:** What do you have to say about the places where we overspent last year?

**Mr. B. Newman:** Well, that was bad budgeting, too.

**Mr. Foulds:** Mr. Newman is going to have it both ways.

**Mr. B. Newman:** You certainly should be able to know what you intend to spend. We prefer to see you spend less than you budget for, but when you can't justify a simple one of \$18,500, how much more is there in there—

**Hon. Mr. McNie:** I think we can justify it.

**Mr. B. Newman:** Oh, no, you didn't today, Mr. Minister. Your officials certainly couldn't justify it.

**Hon. Mr. McNie:** I think he justified the need for it. I think all he was saying was that it hadn't been finally determined as to whether or not we're going ahead with it.

**Mr. B. Newman:** There's a little more to it than that, Mr. Minister. I think I was right in my first remark that you over-budget intentionally to present a nicer picture at the end of the fiscal year.

May I ask the minister through you, Mr. Chairman, what is the policy of the department concerning university fees for out-of-province students? I see our students attending American universities and having to pay in some states anywhere from two to almost



three times the fees that the resident of that state pays. Then the American student comes to our university and does not pay any different fees from the Ontario student. Surely we should consider reciprocity in the case of student fees.

If a given state wishes to charge our student X amount of dollars more, or two or three times more than the normal fee, then we should treat their students in exactly the same way. Now, I'm not referring to out-of-province students because I think you can maybe make some arrangement among the provinces, but I refer to Canadian students attending American universities.

**Mr. Chairman:** Could you hold that question, Mr. Newman, until the next vote? We've got that one big-bag vote on universities.

**Mr. B. Newman:** I look upon this as being a policy decision on the part of the ministry, Mr. Chairman, and I think that this is the place where it should be rather than when we come to studying grants for universities and other related organizations. In the next one there is no place for it because it's programme administration, grants for universities and related organizations, and Committee on University Affairs.

There would have to be some directive from the ministry to the colleges and universities on what fees should be to out-of-province students—to an American.

**Mrs. Campbell:** Other Canadians.

**Mr. Chairman:** I'm sorry. I was wrong. It comes under vote 2404, item 2, students' support.

**Mr. B. Newman:** All right. If you wish me to carry it until then, Mr. Chairman, I'll defer—

**Mr. Chairman:** You might very well bring it up under the next one under grants for universities.

**Mr. B. Newman:** I want to ask of the minister what the department's policy is concerning the open university?

**Mrs. Campbell:** You mean open college?

**Mr. B. Newman:** Open college, yes.

**Mr. Foulds:** In 25 words or less.

**Mr. Chairman:** You're referring to the existing open university at Ryerson?

**Mr. B. Newman:** No, just the whole idea of the heading of open university where the

student does not necessarily have to attend the university and get his—

**Hon. Mr. McNie:** That one is a real dilly.

**Mr. Chairman:** Actually, again, Mr. Newman, if you would, I think we would prefer to leave that until we get into the discussion of the university vote.

**Mr. B. Newman:** May I ask the minister then when we come to commercial colleges—that is, the profit-making type of college like the business college—would that come in this or would we discuss that in some other vote? There are no votes in here for the commercially operated colleges because they get no grants or assistance from universities, but they do look upon—

**Hon. Mr. McNie:** That will come under vote 2403 in community colleges.

**Mr. B. Newman:** All right. I'll ask that of the minister then. Is it possible at this time, Mr. Minister, to have your officials get for us the financial statements of the universities and community colleges so that we can look at them?

**Mr. Laughren:** That is available through the clerk.

**Mr. B. Newman:** I've asked you, Mr. Minister.

**Hon. Mr. McNie:** What's that? For the statement of the—

**Mr. B. Newman:** The financial statements for the University of Windsor and St. Clair College, in my own community.

**Hon. Mr. McNie:** The financial statements for the community colleges will be tabled in the House tomorrow.

**Mr. B. Newman:** Can I have it for the University of Windsor?

**Mrs. Campbell:** As well as universities? Will the universities be tabled too, Mr. Chairman?

**Hon. Mr. McNie:** No, just the colleges.

**Mr. Kidd:** The Council of Ontario Universities annually produces a document summarizing all the—

**Mrs. Campbell:** Here we go again.

**Mr. Kidd:** —financial statements of all the universities. I can certainly get you a copy of last year's. I think I sent the caucus of—

fice a copy of the latest audited financial report to the universities—

**Mr. Chairman:** Order, please.

**Mr. Kidd:** —and when the new one is produced I will certainly send you a copy over.

**Mr. B. Newman:** Will you be providing that to us then?

**Mr. Kidd:** It was provided to the caucus office last week—a summary of the latest audited financial statement.

**Mr. B. Newman:** When you say “summary,” what do you mean by “summary”?

**Mr. Kidd:** I mean a summary—

**Mr. B. Newman:** Are we going to be able to identify individual colleges and universities in the summary?

**Mr. Kidd:** Yes.

**Mr. B. Newman:** All right. That’s good enough.

**Mr. Singer:** For what year will these figures be?

**Mr. Kidd:** These are for the fiscal year 1971-1972, the latest audited reports available. The 1972-1973 figures, when they are audited, will also be made available in a similar fashion.

**Hon. Mr. McNie:** Community colleges—

**Mr. Singer:** But they won’t be available in time to discuss them during these estimates?

**Hon. Mr. McNie:** They are for 1971 and 1972.

**Mr. Chairman:** Mr. Foulds.

**Mr. Foulds:** Yes, the policy and planning on these services such as, under curriculum funding, what is “modular general arts”?

**Dr. McLeod:** It’s one of the types of training which has become very popular, particularly in the college system but to some extent in the universities as well. In the modular concept each programme is broken down into individual components some of which may be common to other programmes. Does that answer your question?

**Mr. Foulds:** Further down on education planning, I’m interested in the audience demand for performing arts study. I’d like to know who is conducting that; in which areas you’re going to be studying; whether you’re

studying community non-professional performing arts groups or professional performing arts groups; or whether you’re confining that to Metro Toronto and whether whoever is doing that study is aware of the previous study done called “The Awkward Stage”, which was published just two years ago and which dealt with exactly that problem in five of the major centres of Ontario, Toronto, Kingston, Ottawa, London and Thunder Bay.

**Dr. Parr:** Before Dr. McLeod speaks to that, this is under the heading, “Projects awaiting analysis and decision.”

**Dr. McLeod:** Yes, this is another programme which is under review. It has only come to our attention quite recently. Therefore, the related programmes that you mention will definitely be given consideration. The programme that is listed here is a continuation of one that was funded last year at York University.

**Mr. Foulds:** If it’s a continuation of one, how far has the study progressed, and what information do you have from it? Are you doing sociological studies? What is the scope of this? Were you aware before you even undertook it of the previous factors?

**Dr. McLeod:** I am sorry, I am not in possession of enough information on the programme myself to answer that question.

**Mr. Foulds:** Is there anybody here who is, Mr. Minister?

**Hon. Mr. McNie:** No, I don’t think there is anybody here at hand right now.

**Mr. B. Newman:** Ask the policy minister.

**Mr. Laughren:** Here is the policy minister right now.

**Mr. E. W. Martel (Sudbury East):** If you keep referring questions to the deputy ministers and the ministers, you never have to answer a question.

**Mrs. Campbell:** No.

**Mr. Laughren:** Where did you come from?

Interjections by hon. members.

**Mr. Laughren:** Why don’t you let the Provincial Secretary for Social Development (Mr. Welch) step to the front? He could answer that question.

**Hon. Mr. McNie:** Would you fellows tell him the questions you’ve just asked, so that he doesn’t answer them all over again?

**Mr. Laughren:** We are never repetitive at this time of night.

**Mrs. Campbell:** You were, though.

Interjections by hon. members.

**Mr. Foulds:** If I may continue, Mr. Chairman—

**Mr. Chairman:** Mr. Foulds has the floor, yes.

**Mr. Foulds:** I really don't want it to be brushed aside that easily. I think, in fact, the study of demand and the performing arts is a very serious area.

**Hon. Mr. McNie:** We think it is, too, Mr. Foulds. I can assure you that before we invest that kind of money in it we'd want to be awfully sure that the subject had not already been previously been studied and that there was indeed a need for it. We are going to be doing a task force study of the whole field of the arts this year and this is only one of a number of proposals that have been made to us.

**Mr. Foulds:** Let me just jump then, seeing that you brought it up, because I was going to ask about the cultural policy task force. Who is on it? Has it been appointed yet?

**Hon. Mr. McNie:** No, it hasn't been. Actually, right at the moment we have an inter-ministerial task force that is trying to isolate the various cultural components, that are being pursued by various ministries and recreational areas, community cultural service, natural resources, and other areas. As soon as that one is completed, and it takes a pretty wide view of the word "culture", then we are going to move ahead with our own task force study.

**Mr. Foulds:** In the definition of the word "culture," are you making a value judgement in terms of the use of that word as it is generally used by the Ministry of Community and Social Services, or are you making a value judgement of that word as it is generally used by those people concerned with performing in graphic arts?

**Hon. Mr. McNie:** Again, Mr. Chairman, with permission, I'd just as soon wait until we get to the cultural area. We've got a vote coming up on it, item 4. Our problem here is that, in trying to be helpful in listing all of these studies that might be undertaken, they have covered everything that is covered in pursuing votes. If we want to vote on

everything under this one, maybe that will save us a lot of time, but I don't think that that is what you want to do. I'm afraid it would just cover it all over again the next time we come around.

**Mr. Chairman:** Perhaps you could identify, Mr. Minister, the specific item in which this would be dealt with, so that Mr. Foulds would know at least where it should be rather than leaving it open.

**Hon. Mr. McNie:** It's under vote 2405, culture and general education.

**Mr. Foulds:** Okay. Before we proceed, I just want to indicate that I am not necessarily opposed to your spending of money on these projects.

**Hon. Mr. McNie:** No, no.

**Mr. Foulds:** I think, in fact, these are areas that our province has neglected in the past and that we need to look at very seriously.

**Hon. Mr. McNie:** That is why I'd like to see us pursue the whole subject and pursue it more clearly. If we could wait till vote 2405, we can handle it at that time.

**Mr. Foulds:** Oh, you are just cutting me off in full flight, Mr. Minister. I won't stand for that. I'm just getting warmed up. I have only been in the committee room for a half an hour listening to the cut and thrust of the wit and the debate.

Interjections by hon. members.

**Mr. Foulds:** The contribution from the government side has been startling, to say the least. All right, having done my skating around on the rink ahead of the game, we'll wait till the game comes up so we can start off on the right foot.

**Hon. Mr. McNie:** You will think of something else to say.

**Mr. Foulds:** I'll think of the same things again.

**Mr. Chairman:** Mr. Drea.

**Mr. F. Drea (Scarborough Centre):** Mr. Minister, on the—

**Mr. Foulds:** Oh, if I had known that was going to be the result, I wouldn't have given up my place.

**Mr. Foulds:** Oh, what a fall was there, Horatio!



**An hon. member:** We are going to have either an anti-labour or an anti-woman statement.

**Mrs. Campbell:** We never had a woman's statement.

**Mr. Chairman:** Order.

**Mr. Drea:** When the clowns get done with their performance under the performing arts, I'm prepared to go on.

**Mr. Foulds:** Ah, you're going to be the tragic element, are you?

**Mr. I. Deans (Wentworth):** Are they going to be studied, too?

**Mr. Chairman:** Order, please. Mr. Drea has been waiting to speak.

**Mr. Drea:** Mr. Minister, on this social service workers study, are we going to come to grips with what I think has been an unfortunate bit of class distinction over the past few years? This has to do with the graduates of what I'm going to call our system, which is the community college system. They have never really been afforded the professional or the occupational ranking that I think they really deserve vis-à-vis the MSW or what have you coming out of the university. I think that the record over the period of time will show that a goodly number of the students in the social service curriculum at the community colleges are mature women who have either raised a family or their family is at the particular stage where the children can look after themselves, as they are in high school.

They have come back and they have brought into the social service field something that I think is pretty unique in Ontario, in that they have had a good bit of experience with their own families. They've gone through many of the problems that they are going to advise people professionally on. Somehow over the period of years there has never been much of a reconciliation between the theory work, which is the MSW at the university, and the practical work that many of these women—and there are men in it, too, but predominantly women—have brought into both the government and private agency field of social work. I would hope that this survey is going to look into that aspect as well as the economics or the job opportunities or what have you.

**Hon. Mr. McNie:** Speaking to it personally, and I have to in this instance because I am not familiar with the detail, I couldn't agree

more with the sentiments you've expressed. There was a comment in the paper the other day, a reference to someone who had all the credentials but none of the qualifications. I think sometimes that this is the paradox. Dr. McLeod, you can speak to this particular study now, according to what should be in it.

**Dr. McLeod:** It is our intention to deal exactly with the problem you raised, at least as a component of the study. We are concerned to find out whether there is, in fact, a difference in the qualifications of the social services worker as compared with the BSW or the MSW, or whether there is a difference that is perceived by the employer and is not real. We wish to survey this from the point of view of the colleges to determine what they think they are training for and from the graduates to determine what they think they have learned, and then to compare that with the employers to determine what they want and what they think they are getting.

**Mr. Drea:** Would any part of the study try to rationalize the role of the social service worker? I take it that's what we call our graduates—social service workers?

**Dr. McLeod:** That's correct.

**Mr. Drea:** Would this study try to rationalize their position and the proposal of the Society for Professional Social Workers? Is that the name of it? The one that has been asking for professional status? I haven't received anything this year, but I know that last year they were quite active in attempting to pressure legislation that would give the professional social worker a distinctive status.

**Hon. Mr. McNie:** Mr. Drea, I think in the area here the study will stress the items that you referred to. I think, again, this is one of the subjects that Mr. Cassidy was referring to where you find that you have reference to the social field. It is something we have to look at together. Certainly Community and Social Services has a lot of input into this. This is one of the advantages we found of policy field discussions, that we have been able to look at these things together.

**Mr. Drea:** The reason I was raising it is that, when these things come up with professional status from time to time, there is concern among many of us as to where this leaves the graduate of the community college. You can almost see in the initial draft that is submitted—and the reason I picked this is it is the most recent one—that generally the draft tends almost to include the university

graduate and doesn't give terribly much recognition to this particular type of graduate. This creates a problem where indeed a much broader approach to the entire field would be beneficial.

**Hon. Mr. McNie:** Right.

**Mr. Drea:** That's why I was interested in this particular aspect of it in the study.

**Hon. Mr. McNie:** I think there is every reason to believe that there is a broader approach being taken not only in this but in other fields.

**Mr. Drea:** All right. When is that study going to be completed?

**Dr. McLeod:** We are hopeful to have it finished by mid-summer.

**Mr. Drea:** Of this year?

**Dr. McLeod:** Yes.

**Mr. Drea:** How long has it been going on?

**Dr. McLeod:** I'm not sure of the date that we started. It was about two or three months ago.

**Mr. Drea:** Then could we drop down now to curriculum content?

Last year—and I realize it was the previous minister's estimates—I expressed some interest in the communication arts, particularly at the community college level, because as you know in the communications—

**Mr. Foulds:** Is this still on the vote?

**Mr. Drea:** Yes, it is.

**Mr. Laughren:** Check with the minister.

**Mr. Drea:** Curriculum content; projects awaiting analysis.

**Hon. Mr. McNie:** This can be better dealt with under community colleges actually.

**Mr. Laughren:** Do you not have a special project on communication arts?

**Mr. Drea:** Yes, right there, curriculum content.

**Mrs. Campbell:** This is part of your \$1,686,700 in services.

**Hon. Mr. McNie:** You can speak to that. I think I spoke to it last year too if I recall, about the need for remedying what was a lack.

**Mr. Drea:** What I was really going to get at first of all—

**Mr. Laughren:** Glad to see you are following through, Mr. Minister.

**Mr. Drea:** What I was going to get at first of all, I know it is only a proposal, but were they looking at what you call communication arts, which embraces specific courses in the community college, or a general field of communication arts?

**Dr. McLeod:** This again is a proposed programme for evaluation of community college programmes, and it will embrace all the components of the communication arts field, radio and television arts, journalism, advertising, whatever the community colleges are teaching under that heading. It is a similar type of study to the one I mentioned before, where we looked to see with what efficiency the college programme is serving the needs of the marketplace.

**Mr. Drea:** Then it's going to take in the entire marketplace?

**Dr. McLeod:** It is our intention to survey a representative sample of all potential employers.

**Mr. Drea:** What about the graduates? Are you going to survey them?

**Dr. McLeod:** Oh, yes. A questionnaire is being prepared to survey the graduates and the colleges.

**Mr. Drea:** Just one last thing on that particular one, will that take in the people who go into the technical aspects of communications?

**Dr. McLeod:** Yes, more so in the electronic media.

**Mr. Drea:** I see. What is the proposal on plastics?

**Dr. McLeod:** The question there is to determine what are the training needs of the plastics industry in Ontario, and to determine whether or not the community colleges can set up programmes which will serve those needs.

**Mr. Drea:** I see. If I recall correctly there is a technical labour shortage in that industry at the moment isn't there, or at least you read about it?

**Dr. McLeod:** That's what people say.

**Mr. Drea:** Well while it is not here, I wonder if it has ever been suggested to you, Mr.

Minister, in terms of a project, on scientific instruments? I am talking about the repair and service of scientific instruments. I don't know what life is like in Hamilton in terms of getting things serviced, but I am talking about occupations here in the Toronto area now.

**Hon. Mr. McNie:** Are you talking about toasters, or gyroscopes or what?

**Mr. Drea:** No, no, I am talking about such things as cameras, optical instruments, binoculars, tape recorders, slide projectors. As I say, I don't know what life is like in Hamilton or in other areas in getting these things repaired, but I do know that in Toronto it now takes between six to 12 weeks, depending upon the season, to get a good camera repaired. If you have a microscope or something which needs repairs, again it is that period of time. A slide projector, which seems to me a relatively easy thing to repair, is again in the six- to eight-week category.

I found this out, Mr. Minister, if I can digress for a moment, when I was in the newspaper business. If you wanted your camera repaired they had contracts with people, and your camera just went with the professional people's cameras and when it came back you paid your share of the bill. So you get used to one- or two-day service. But when you go in on your own, and you are not part of a contract, you ask the people why it takes so long, and if there is something the matter, and they talk to you about a very, very acute shortage of trained people, that literally we are having to go to Europe or to Asia to find people who are in this field.

**Hon. Mr. McNie:** I can't speak for the whole field—I will ask Mr. Johnston or Mr. Jackson to speak—but I do know that I personally observed the watchmakers and watched repairs done at George Brown, and from what I observed and from what I have been told by people in the industry they have got an extremely good course there.

**Mr. Drea:** Oh yes.

**Mr. L. M. Johnston:** To the best of my knowledge we do not have a course of this specific type that you are speaking about, Mr. Drea. We do have the one that the minister referred to, but there is not the specific type you have mentioned. It is something that certainly could be looked at, and the market surveyed and examined.

**Mr. Foulds:** Well why do we do this really for the benefit of a private industry?

**Mr. L. M. Johnston:** It is for filling jobs.

**Mr. Foulds:** What Mr. Drea is saying is that it is the same as a breakdown in the free enterprise system. Why the hell should we subsidize them?

**Mr. Martel:** It has never been so obvious as the last three years.

**Mr. Drea:** No, I did not say that.

**Mr. Foulds:** Sure you did. What you are saying is that these private entrepreneurs who repair cameras and small appliances can't keep up with the demand. And what you are saying is the ministry here, with the taxpayer's money, should subsidize the study for them.

**Mr. Drea:** No, no, no—I didn't suggest that at all.

**Mr. Laughren:** I didn't think so.

**Mr. Drea:** That's right. I think it is only common sense to survey the marketplace for job opportunities for people who we are asking to invest their time and talent and to sacrifice many of the good times of life so that they will complete their courses and go on to economic stability in an occupation. I think that's only common sense. And if we didn't plan, if we trained all kinds of people for jobs that were non-existent, I would have views on that.

**Mr. Foulds:** Why don't we put a special educational levy on industry to do that, seeing as they are unwilling to do it themselves?

**Mr. Drea:** But it seems to me that we are overlooking opportunities—

**Mr. Foulds:** I think the British have an educational levy.

**Mr. Drea:** —to develop a curriculum that will be of use in the marketplace—and this is the philosophical and practical reason that I raise it. You hear over and over again that there is a shortage. Again, we don't have a course in this. I realize it is breaking new ground and that sometimes it is difficult, but I commend it to you because certainly we are interested in young people getting a gainful, steady, stable position in the marketplace where they can use their talents. And this isn't a field where just anybody can get into it. They have to be relatively talented people.



**Mr. Laughren:** There was a day when you correlated planning and socialism.

**Mr. Drea:** There's a what?

**Mr. Laughren:** There was a day when you correlated planning and socialism.

**Mr. Drea:** Oh, no, just collective planning. This is individual planning. It is individual planning.

**Mr. Martel:** Ever so slowly you are moving to the left.

**Mr. Drea:** No, I am not moving to the left, I can assure you.

**Mr. Chairman:** Order, please!

**Mr. Foulds:** If it is individual planning, why don't the individual firms do it?

**Mr. Drea:** I am trying to get through in a normal conversation or discussion with the minister—

**Mr. Martel:** You believe in collective—

**Mr. Drea:** —and I am being rudely interrupted by the far left.

**Mr. Martel:** The extreme left.

**Mr. Drea:** Extreme? Well, then let it be said that Mr. Martel regards himself as the radical fringe.

**Mr. Martel:** Akin to the wolf.

**Mr. Drea:** You, or maybe these—

**Mr. Singer:** I thought the member for Scarborough West got rid of all these people over the weekend.

**Mr. Martel:** I stayed around. I have survived this purge.

**Mr. Drea:** Did you? Is that the occasion for dressing up?

**Mr. Laughren:** He is belligerent because his leadership hopes are gone.

**Mr. Chairman:** Let's get back to the item, please.

**Mr. Foulds:** He has a new coat too. He has a new jacket—

**Mr. Martel:** It is red on the other side.

**Mr. Chairman:** All right, continue.

**Mr. Drea:** In any event, I will leave that and we will see what develops out of it. It is merely a suggestion. It seems to be something

that may or may not meet our needs. But this leads to the final thing on this.

I notice that it was mentioned that from time to time there are market surveys done, and so on and so forth. How do we determine the viability of a new course or the continuance of an existing course in the occupational line of the community college?

**Hon. Mr. McNie:** This is a matter usually for the Council of Regents. When the course application is made by the community college to the Council of Regents, this is where consideration is given.

Actually, sometimes I think they are being too employment-oriented. I recall the comment made by the president of Sheridan College in making reference to their animation course.

In showing us some of the work that their people have been doing he said that "We probably couldn't get this one approved right now," because, he said, half-way through the first year the only animation studio in Toronto went broke. He said, "Now we have got seven of our students working in one animation studio and there are a great number of them, you know. We have almost created an industry as a result of the work we are doing."

The answer to it, I think, is that we are trying to get a balance—is that not right, Mr. Johnston? What we regard to be the needs four years from now, or three years from now, or two years from now is not necessarily what is actually going to be. Do you want to add something to this, Mr. Johnston?

**Mr. L. M. Johnston:** Mr. Chairman, as the minister has indicated, when the individual college comes forward with a proposal to mount a new course, it is required to bring with it the results of a survey which it will have conducted mainly in its own area, but if it is a unique course covering the province it may be broader than its own area. They are required to give their projections of what they think the employment opportunities will be for the graduates of that programme. That presentation is made, as the minister indicated, to the Council of Regents where it is examined very, very carefully.

**Mr. Drea:** At any time in that study does it take into account the availability of instructors or people to commence the course?

**Mr. L. M. Johnston:** Yes, that is—

**Mr. Drea:** That is part of the employment?

**Mr. L. M. Johnston:** Yes, that is part of it. It also is an indication of whether the college has the facilities, and, as you indicated, availability of people to instruct in the field.

**Mr. Drea:** In these cases does the stimulus ever come from the council or the top of the pyramid rather than the individual college in reverse?

**Mr. L. M. Johnston:** On some occasions, yes, I think it is fair to say that the pattern to date has been in the manner that I have described. But in some cases, particularly the part that you mentioned of the advisability of continuing courses that have been started, the stimulus does come from the council and from the minister.

**Mr. Chairman:** Mr. Laughren?

**Mrs. Campbell:** Mr. Chairman—

**Mr. Chairman:** Oh, okay, you are first.

**Mrs. Campbell:** I would like to pursue this grade 12 enrolment study. What students are being studied? What schools are being studied? Do we know?

**Dr. McLeod:** I don't know the answer to that off-hand but it is available. About 100 schools across the province are on this survey.

**Mrs. Campbell:** Across the province? But you don't know which ones?

**Dr. McLeod:** No, I don't.

**Mrs. Campbell:** And you don't know how they choose the students?

**Dr. McLeod:** No, I couldn't tell you that. That information can be made available, but I don't have it here.

**Mrs. Campbell:** I would like to have it if I may, Mr. Chairman.

A general question on the projects awaiting analysis and decision. How many of these proposed studies or surveys or whatever would be proposed to be conducted by the staff of the department of the ministry? How many would be proposed to be conducted by outside consultants or whatever?

**Dr. McLeod:** That is a question that is determined on each individual programme. The judgement is based on the amount of effort that would be required by ministry's staff and their competence in that field as compared with the desirability of farming out the project to a consultant in order that ministry staff could work on something else. There is no

particular guideline in answering your question except that our staff is very limited and therefore the preference is to farm the project out to some individual, either in a university, or a college, or in a consulting agency.

**Mrs. Campbell:** Mr. Chairman, this brings me to a point of real concern. It almost seems as though in this policy and planning branch, again we have what we saw in the estimates of the Provincial Secretary for Justice (Mr. Kerr); the people sit and wait for somebody to make proposals. Really there is little policy planning determination here, unless it is to review the work of somebody else. I am concerned about it because the salaries and wages are \$173,000. One would expect that out of that, isolated into this vote, there might be some indication of the amount of work which is initiated in the policy and planning area by this group.

I don't get it, in what I have here. It just seems to be either a co-ordination, or a waiting for people to bring in ideas and putting them into estimates with moneys attached, without any real relationship to what is contemplated or may be contemplated. I am wondering, if that is the case, if you shouldn't have some guidelines for people who are making the policies or presenting policies for consideration to this ministry, as to just how much they should detail. Then those reviewing the estimates could have a more thorough understanding of the real validity of any of the figures we have had before us.

**Hon. Mr. McNie:** I will ask the deputy to speak to that, Mrs. Campbell. But, as I said right at the outset, we are in a very difficult position here of not having a comparable administration last year—of having had a great many new agencies added. Also I think we all recognize that in the post-secondary field there are developments, not only here in Ontario but elsewhere around the world, which are going to warrant some pretty close scrutiny.

We don't know exactly what kind of studies we are going to be entertaining but we are sure as shooting going to have to dig deep to find out what it is that's responsible for students responding as they are to the school system, among other things. I think we'd be shortchanging the system and selling the heavy investment we've already made, and are going to be making in the future, if we don't try to initiate some of these studies in our own department. This hasn't been done in the past to the extent that it might have been. It has been more of a service department. Universities that have been operating on their

own we are now in touch with almost day to day. The game has changed entirely.

**Mrs. Campbell:** Well, when would the minister contemplate this part of his ministry getting on with some initiative in this area of policy and planning?

**Dr. Parr:** Mr. Chairman, the particular office that we are discussing is the policy and planning co-ordination office—

**Mrs. Campbell:** Oh, I'm sorry. I didn't realize it was a co-ordination office.

**Dr. Parr:** —one of whose roles is to attempt to nurture the kinds of research projects that we have been speaking about. One way of doing that, I suppose, would be to collect a very large staff ourselves. The other is to use the resources at colleges, universities and consulting agencies.

Perhaps, Mr. Chairman, I might remind the members that some of the work of the office involves the general integration of our policies with those of the sister ministries; our relationships with the federal government; the problems of multi-year planning and budgeting; and so on.

Really, it's a very small part of this office which deals with a research component. One of the quite purposeful reasons for this, as I've mentioned, is that there is a great resource of people who are capable of fulfilling research missions in the very area that we're administering, the colleges and universities.

Sometimes the projects which are suggested to us come from those agencies, the colleges and universities. I believe that one, the intentions of grade 12 students, came to us from the university, which said, "We think that it would be worthwhile to look into this." And, after consideration, it was agreed that they would do it.

Another one, which may not have been mentioned, is that we were concerned to find out the intentions of students who were leaving grade 13 this year, what they plan to do right now and what in fact they did in September. This was initiated by the office. They themselves won't do the work. As I say, there are seven professionals in it and many are their duties.

I would agree that the sorts of things you speak of could indeed be done within the ministry, but we would then have a very large staff of people to fulfil those functions.

**Mrs. Campbell:** Well, Mr. Chairman, I don't want to labour this, but it does seem

to me that a staff costing \$173,600 in salaries alone, to say nothing of benefits, is not a limited staff.

**Hon. Mr. McNie:** Mrs. Campbell, if I may just add something that I pointed out earlier: These are people who have been transferred from a department that already existed—statistics—and if anybody can tell us how we can avoid turning out statistics, we would be very happy. These are peoples whose needs and jobs are being expanded and who are, we hope, going to be able to anticipate, perhaps more—

**Mrs. Campbell:** Perhaps if we had the breakdown of that \$173,600 I could understand it better. I am concerned about it. I know that we probably would go through an exercise in futility trying to cut these estimates, but it certainly seems to me that there is an awful lot of fat in them, and that in fact there will be a lot of these things that won't be done. I am not suggesting for a moment that we don't need much of it, but I don't like to see it stuck in here without any real validity, and I had that impression.

In passing, I am deeply concerned that the role here is partly co-ordination. I thought that the budget of the policy secretary of the secretariat—I can't keep track of titles around here—would be doing the co-ordinating, because it is the only thing that they did in Justice. I am wondering if it is not the only thing that the secretariat does here. Why we should be co-ordinating too, is beyond me, that surely is a function of the secretariat.

I am very alarmed at the fact that you are looking at this particular study for the early learning programme, because it seems to me that that needs the greatest degree of sophistication available. I would hate it to become not an educational programme but a nursery school type programme. It would frighten me if that is the thrust of your ministry in this. But I suppose that too will be discussed again under some other heading. The minister did raise the matter as one of the papers you were discussing. Am I discussing it here in answer to the minister or are we going to take the minister back to it when we get to community colleges or something?

**Hon. Mr. McNie:** If you are asking me whether we are involved with teachers for pre-school in the community college, the answer is yes, to some extent. The extent will, I guess, depend on what kind of policy is finally determined for pre-school. In other words, the qualifications or the credentials—



and they are not necessarily the same thing—but people need to be involved in pre-school work. But I would think that this is not the place to bring it up.

**Mrs. Campbell:** I am sorry, but the minister did bring it up himself.

**Hon. Mr. McNie:** As an example.

**Mrs. Campbell:** Yes.

**Hon. Mr. McNie:** Yes, that is right.

**Mrs. Campbell:** Very well, I will attack it on another basis later on. But you do say that this is co-ordinating. Could I have as a final question, what is the difference between your co-ordinating and the secretariat's co-ordinating? Is it not the function of the secretariat to do the co-ordinating? There were three things he was to do: one, to set policy; two, to implement it; and three, to co-ordinate it.

**Hon. Mr. McNie:** We have three separate branches within our own—

**Mrs. Campbell:** Oh, no.

**Hon. Mr. McNie:** We have three distinct divisions within our own ministry: Universities, community colleges and industrial training—

**Mrs. Campbell:** Oh, that is the type of co-ordination you are talking about.

**Hon. Mr. McNie:**—and there definitely has got to be co-ordination between them. This is one of the things that we are achieving.

**Mrs. Campbell:** Fine, now I have understood it. Thank you.

**Mr. Chairman:** Mr. Laughren.

**Mr. Laughren:** Yes, thank you, Mr. Chairperson. I think that one reason the minister is being pursued on this vote is that vote 2401 is over \$4 million. It is the kind of money that people have difficulty trying to justify as being worthwhile spending. I think that's why we are pursuing you on this matter although it certainly wasn't planned on our part that we pursue you at such great length on this particular vote.

I wonder what kind of money you are spending on a number of things and one of them is one I mentioned earlier. You suggested I wait until this vote. It's the kind of research money that is being spent through the auspices of a three-letter company, famous in the community college system—

reversed, even, in the community college system! Mr. Gordon is very familiar with this.

As a matter of fact, Mr. Gordon is someone who, I think, is the only one who keeps this company alive in the community college system because he really does have nothing but good to say for this company. I suspect they provide him with all the data that is necessary in order to justify the existence of the entire ministry! The name of that company is SRG.

I say Mr. Gordon is the main proponent of this company because you can't find anyone within the institutions who would support Mr. Gordon in this respect. I don't know about Dr. Parr or whether or not he has been taken in on this matter.

**Mr. Martel:** Brainwashed.

**Mr. Laughren:** I can assure you, Mr. Minister, through the Chairman—

**Mr. Foulds:** Anyone who wears bow ties like that has a lot of integrity left.

**Mr. Laughren:** There is hope for people who have socialist ties!

The SRG is a research group and one of the things it has done recently is to prepare five-year plans—

**Mr. Martel:** Oh, I have heard all about those!

**Mr. Laughren:**—for the colleges of applied arts and technology.

**Hon. Mr. McNie:** That's a good idea.

**Mr. Martel:** Yes, if you would pay attention to it.

**Mr. Laughren:** Mr. Minister, aside from the question of where they got the whole idea of a five-year plan—I wouldn't want to embarrass you with that question—one might ask if one looks at those five-year plans—

**Hon. Mr. McNie:** You invented it, did you?

**Mr. Laughren:** No, I didn't. If you look at those five-year plans, you really have to wonder if the kind of money that is being spent on SRG is relevant to anyone except SRG and Mr. Gordon. I know it is relevant to Mr. Gordon; he gets off on the SRG plans.

I really do want to know just what is it that SRG is doing? What is its secret to success which enables it to predict so precisely things like enrolment, the success of the various programmes and the space utilization in the various institutions? It is truly remark-

able. If it hasn't expanded its scope of operations to the private sector, I think perhaps there is room for a consultant in that area and you could realize enormous profits.

I really would like to know a couple of things: 1. How much is SRG costing the people of Ontario this year? 2. What is it that SRG is delivering to the people of this province that is so valuable and makes it worth all the money that you are going to tell me in a moment we are paying the company?

**Hon. Mr. McNie:** I think Mr. Johnston is going to answer that question.

Interjections by hon. members.

**Mr. Laughren:** Mr. Chairman, I am absolutely devastated! Mr. Gordon has passed off the responsibility of SRG to Mr. Johnston? That is truly remarkable. How did you do it, Mr. Gordon? You ought to be reprimanded.

**Mr. Foulds:** That's a ministerial trick. Hired staff doesn't usually pass the buck, the minister does.

**Mr. Laughren:** Wait a minute now. I hope Mr. Johnston doesn't say, "I've just taken over this responsibility."

**Mr. L. M. Johnston:** I just took over the responsibility on April 1!

Interjections by hon. members.

**Mr. L. M. Johnston:** That is true. However, I'll attempt to come to grips with some of the questions that you were asking, Mr. Laughren.

**Mr. Foulds:** Do what the minister does and get a note from the man beside you!

**Mr. L. M. Johnston:** The estimated cost of the system for 1973-1974 to the ministry and to the colleges—that is the total system—will be in excess of \$900,000.

**Mr. Martel:** They tell me that's if they were working for \$1 an hour, for the number of hours, and that's how you compile it.

**Mr. Laughren:** That's confusing the work, if I might interject, Mr. Chairman.

**Mr. Martel:** Done by universities. Done by Cambrian.

**Mr. Laughren:** The \$900,000 is the amount of money, I believe, that's paid to SRG and does not include any of the kind of moneys that could be appropriated to the individual colleges for the amount of time that they

spend in supporting SRG and their justification of the \$900,000 a year payment.

**Mr. L. M. Johnston:** Well, so that we're clear, that is the estimate of what SRG will receive from the colleges for the specified work and for the additional projects that an individual college may ask the model to produce for them.

**Mr. Laughren:** Do you know what it costs the college? For example, take only one college of all the colleges in the province. I read Cambrian College's five-year plan and it boggles my mind as to what kind of time, and consequently money, was expended on that report by the people within Cambrian College, and that has nothing to do with the kind of money that's paid to SRG. That was just the time spent by people within the institution. Has there been any kind of study done on that?

**Mr. L. M. Johnston:** No, I can't give you the figure for an individual college, but I think what you're saying would be on the assumption that the college did not do any planning at all. That is, if we did know what that figure was for Cambrian, then we would have to deduct from that whatever they would use for planning by whatever means they were going to plan if they weren't using this system. Because surely they would have to spend money in some means for planning?

**Mr. Laughren:** But might I say to you that the time that SRG spent in accumulating statistics for that report is not the kind of time that the individual college would have spent accumulating those same statistics, because the college knows some of the statistics in that report are totally irrelevant. I would defy anyone within the ministry, Mr. Chairman, to deny that, that a very large portion of the statistics accumulated in those five year plans are irrelevant.

**Mr. Martel:** Totally.

**Mr. Laughren:** Don't just take my word, go back and ask the institutions.

**Mr. L. M. Johnston:** Mr. Chairman, it's more than statistics. It is a matter of planning, and there is a model being developed there which, when the model is fully developed and working to full capacity, will assist the colleges in their planning.

**Mr. Laughren:** I would like to know at what point you go back to that college and say: "Which of these statistics are relevant to you? Which of these are justifiable as the

expense that's being charged back to you as a college?" Does the college have any say in the costs that are assessed of it by SRG through your ministry?

**Mr. L. M. Johnston:** Yes, it has. There are a couple of aspects here. It has a say in what individual projects, as I indicated, it will ask SRG to do over and above the basic amount. Also, the committee of presidents has a representative on the committee which works in planning the model and indicating to SRG what it is that is required of them.

**Mr. Laughren:** I don't want to put you in a terribly embarrassing position, even though you are in a senior position in the ministry. You are in an awkward position this evening. You know, if I was to ask you whether or not—I won't ask you this question—if I was to ask you this question, as to whether or not you felt that the \$900,000 paid to SRG was a justifiable expense, I suspect you would have great difficulty answering that in the affirmative.

**Mr. L. M. Johnston:** I can answer you quite honestly that yes, I do believe that it is a justifiable expense.

**Mr. Laughren:** Well, let me ask you one further question. To what extent are you obtaining your opinion on this matter from discussions with the committee of presidents only?

**Mr. L. M. Johnston:** That is part of it. As I indicated, the committee of presidents has a representative.

**Mr. Laughren:** Right. Who else gives you this feedback?

**Mr. L. M. Johnston:** At meetings with the senior administrators, at meetings with the boards of governors, at meetings where the officials go out to discuss the five-year plan with the administrators.

**Mr. Laughren:** Who are these types?

**Mr. L. M. Johnston:** The senior people.

**Mr. Laughren:** In the individual colleges?

**Mr. L. M. Johnston:** In the individual colleges. The presidents—

**Mr. Martel:** Do you have any flak at all from any of those colleges? Do they think it is for the birds?

**Mr. L. M. Johnston:** Oh yes, as with any major project, there are people who criticize it—no question about that.

**Mr. Laughren:** As a matter of fact, without Mr. Gordon, your job would be intolerable when you get to trying SRG. Without him there to support it, I suspect you would be in real trouble. What we are really talking about here, you know—

**Hon. Mr. McNie:** Well, even the NDP has to fall short of perfection and have a few dissenters from time to time.

**Mr. Foulds:** We have a rather more limited staff than just the officials the minister has here.

**Mr. Laughren:** Mr. Chairman, the minister is—

**Hon. Mr. McNie:** If you are trying to suggest that because there are two or three people who can't use all of the material that is produced, in the first place I accept the fact that all of the material isn't relevant. I don't expect it is going to be equally relevant to everybody that is using it. It is the total—

**Mr. Laughren:** Mr. Chairman, may I say that the minister is misinterpreting the thrust of my remarks, because I brought this up last year in the hope that the ministry would take another look at SRG. Contrary to what Mr. Johnston says—

**Hon. Mr. McNie:** We have taken another look.

**Mr. Laughren:** —I would suspect that SRG is being rammed down the throats of the individual colleges in this province.

**Hon. Mr. McNie:** We have taken another look!

**Mr. Laughren:** And there is not the support of the individual institutions as Mr. Johnston intimates in his remarks. Not only that, the undemocratic way that these colleges are operated means there is virtually no feedback by anybody except the people who are in the top echelon of these institutions. That is what I mean when I say it is incestuous; the feedback you are getting yourselves is what you are feeding to one another. I don't think you are getting the true feelings of the people who really run the colleges, namely the middle management people—the faculty, the deans, the chairmen.

That is why I take issue with the minister's remarks that I am seeking perfection in something like SRG; that is just not so. I wouldn't be bringing this up if I thought that, overall, SRG was a worthwhile project, and \$800,000 or \$900,000 is well spent.



**Hon. Mr. McNie:** In all fairness, all I was quarrelling with was the line of your questioning. You suggested that surely you don't use all of the material, that not all of it is relevant—questions like that.

**Mr. Laughren:** Well, I am suggesting a significant portion of it is not significant and therefore should be reassessed.

**Hon. Mr. McNie:** And it has been reassessed. We are looking at it very closely, because it does represent a large amount of money. You and I hear complaints about the kind of money that is invested in it.

**Mr. Laughren:** I would like to know what amount of money was spent last year on SRG vs what is being estimated for this year?

**Mr. L. M. Johnston:** The figure for last year was slightly in excess of \$1 million, about \$1,050,000.

**Mr. Laughren:** And this year it is down to \$900,000?

**Mr. L. M. Johnston:** That's right.

**Mr. Laughren:** Is that based on a per student assessment?

**Mr. L. M. Johnston:** Part of it is based on an assessment based on the number of BIUs.

**Mr. Laughren:** But the BIUs have gone up this year in absolute numbers and in dollars.

**Mr. L. M. Johnston:** Right, but the rate that the colleges will pay for a BIU to the company will go down this year; and, as I indicated, more emphasis will be placed on the individual projects which the colleges wish to have the company or the model do for them.

**Mr. Laughren:** Okay. Mr. Chairman, I realize there isn't the time during the estimates to take a look at one five-year plan alone, but if we were to go through that book and look at all those statistics, we would find it is not really a plan at all; it is a somewhat unsophisticated forecast—and it seems to me there is a difference.

If we look at one page, it says, "Estimated enrolment in the Canada Manpower programme for the next five years." And they make an assumption that it is going to level off and be the same; they put in the same figure for five years. I really think the whole SRG programme is being—

**Hon. Mr. McNie:** Well, you have got better access to Mr. Trudeau and Mr. Andras

than we have; maybe you could tell us what the manpower figures are going to be for the next five years. We can't even find out what they are going to be for next year. We have managed to find out what they are going to be for this year; it was an effort, and with the co-operation of some of the officials.

**Mr. Laughren:** Well, it is fine for you to pass it off to Mr. Andras and Mr. Trudeau if you like, but when I look through your own statistics on what the enrolments are in the post-secondary field, they are no more accurate either.

**Hon. Mr. McNie:** I am only talking about the five-year plan, the figures in there and the sophistication that is employed. That is all.

**Mr. Laughren:** Where, Mr. Chairman, do the research votes come in?

**Mr. Chairman:** Research?

**Mr. Laughren:** Research grants, 2402?

**Mr. Chairman:** No. We've just dealt with them.

**Hon. Mr. McNie:** We are dealing with them now under policy and planning. It is under services.

**Mr. Laughren:** When I looked at all those research projects—

**Mr. Martel:** I would just like to pursue something here. I would just like to find something out on this SRG. Have you given any additional financial assistance to the community colleges, in order to utilize their staffs to the great degree they've been utilized, towards the cost of putting that final five-year forecast together?

**Mr. L. M. Johnston:** Mr. Chairman, this is covered under the formula financing, under the general grant that they receive through their basic income units.

**Mr. Martel:** It is part of the overall amount that they're receiving?

**Mr. L. M. Johnston:** That is correct.

**Mr. Martel:** There's a certain amount allocated?

**Hon. Mr. McNie:** No, there is no specific allocation.

**Mr. L. M. Johnston:** It's part of the general—

**Mr. Martel:** Part of the general allocation.

**Mr. L. M. Johnston:** That is right, that is correct.

**Mr. Chairman:** Mr. Laughren.

**Mr. Martel:** I think it is imperative that you look into it though, what it really costs. You simply might be astounded—

**Mr. L. M. Johnston:** I can repeat, we are looking into it very closely.

**Mr. Martel:** I get the impression, in speaking to a number of people, that it costs them a great deal more than they anticipated. And it might be much more costly that you had anticipated, and it could be running the community colleges to some degree into a kind of financial bind, if I understand their situation correctly. The people I've been talking to, anyway. Because the one from Cambrian is a monstrous document, I think.

**Mr. Laughren:** They are all monstrous.

**Mr. Martel:** In fact, they tell me, like my colleague says, it's a misnomer; it is more of a forecast. In fact they are trying to get the name of it changed, aren't they?

**Mr. L. M. Johnston:** Some of them would like to have it changed.

**Mr. Laughren:** That's right.

**Mr. Martel:** What do they want to call it?

**Mr. L. M. Johnston:** Multi-year forecast.

Interjections by hon. members.

**Mr. Martel:** I think that's very significant!

**An hon. member:** That's a very unpopular name around here! Where's Mr. Welch?

**Mr. Martel:** On that point, I think without saying any more, I'll drop it!

**Mr. Chairman:** Mr. Laughren, do you want to comment?

**Mr. Laughren:** Just one other point Mr. Chairman. I assumed when we talked about policy and enrolments you did want to leave it. The only thing I want to make sure of is that when we talk about graduates of grade 13 in terms of projecting enrolments in the post-secondary institutions, when we get to the vote on colleges and universities, you won't say that should have been handled under policy.

**Mr. Chairman:** You are talking about general?

**Hon. Mr. McNie:** Are you talking about studies now?

**Mr. Laughren:** I am talking about the formula you arrive at taking—I think you take 80 per cent of those completing grade 13 the previous year, and you take a certain percentage of one year back and another percentage of two years back—to determine what their loans will be in post-secondary institutions. Am I correct? There is a formula, I believe.

**Dr. Parr:** I don't think so.

**Mr. Laughren:** Mr. Gordon, hasn't the SRG worked that out? You mean I beat SRG to the punch here? Well, we will talk about it again.

**Hon. Mr. McNie:** You won't be excluded from talking about it. We'll even let you talk about SACU, even though you passed it in the last vote. That was one Mr. Kidd read out on Friday.

**An hon. member:** You are the last on so far.

**Mr. H. C. Parrott (Oxford):** Just a couple of very quick questions. You have got a fair amount of study done on post-secondary education. What about post-university education? I see in the professional areas—

**Mr. Laughren:** How many? How few women are there in that area? Are you concerned about that?

Interjections by hon. members.

**Mr. Chairman:** Order, please.

**Mr. Laughren:** The member for Oxford is concerned about how few women there are in his profession.

**Mr. Martel:** One.

Interjections by hon. members.

**Mr. Chairman:** Mr. Parrott has the mike.

**Mr. Parrott:** I am going to wait until it is quiet.

**Hon. Mr. McNie:** He walked out on you yesterday.

**Mr. Chairman:** It would be nice if he did the same thing?

**An hon. member:** He might walk out on himself tonight.

**Mr. Parrott:** I have lots of time, Mr. Minister.

**Mr. Chairman:** He might do you the same favour.

**Mr. Parrott:** I was hoping so. I appreciate the suggestion.

I understand that the possibility is pretty real that professional people are going to have to show great evidence of continuing their education. Have you given that aspect any consideration at all?

**Dr. Parr:** I think the individual universities have. And one generally finds that the courses available at the post-graduate level are placed at such times, usually in the evenings, so that many subjects are available to people in that category. I imagine, however, if the recommendations of the COPSE report are implemented, then this will give quite a new thrust to this particular situation.

**Mr. Parrott:** You are saying on a sort of night course activity—

**Dr. Parr:** No, Mr. Chairman. One very often finds that post-graduate courses are offered as they are needed. However, you have to remember right now that in the professions people are not required to requalify periodically. I believe one of the things the COPSE report recommends is that there is some provision for updating—

**Mr. Parrott:** Yes, this is what I would like—

**Dr. Parr:** I think in those circumstances the universities would be ready and willing to provide the services required.

**Mr. Parrott:** Who do you think is going to sort of force that issue? It is one that I see great merit in. Do you think it would be a function of your department? Or a function of the professions themselves?

**Dr. Parr:** Mr. Chairman, I don't mean this as a facetious answer, but right now I think if it meant additional enrolments in university courses, the universities wouldn't be slow to pick it up.

**Mr. Parrott:** Would not be slow?

**Dr. Parr:** No, they would not. In the past, I believe in the professional subjects I am aware of, the universities have usually made themselves available in these areas. When they haven't the course—

**Mr. Parrott:** My concern is who is going to force this to occur?

**Dr. Parr:** Mr. Chairman, I don't think it will require forcing.

**Mr. Parrott:** That's where you and I might differ. I see a large number of professional people—and I am sorry to say this—but all are reasonably unwilling to update their education.

**Dr. Parr:** Mr. Chairman, I now understand. I hope Mrs. Campbell won't object, because I suspect this is a policy matter, but I don't think the ministry can force the professions into updating their members. But if the professions themselves force their members into updating, my point is that the universities will be ready and willing to provide the courses.

**Mr. Parrott:** Right. I can appreciate that. That is sort of stand-off and I am aware of the clock, Mr. Chairman.

One last question: Will you consider another programme here that has been a sort of pet of mine? The University of Western Ontario and the University of Toronto both have dental courses. One is a six-year course and one is a five-year course. I have had the opportunity to teach at both institutions and I can't see a difference in the graduates. I should be able to see a very marked difference because of the difference in time.

I am asking the minister, Mr. Chairman, if he will consider a study programme, under policy development, where he would evaluate the difference in the length of courses for the same degree at universities. There must be an awful difference in the costs to society. I think that would be a programme that might bear more fruit, and there are other examples.

**Hon. Mr. McNie:** Mr. Parrott, we have done studies in fields other than those you make particular reference to. Some of the professions themselves, as you know, have been doing so. Law is an example; they have just recently decided that you don't need four years to get into Osgoode Hall but two years would get you in if you have the proper qualifications. Among other things they found that some of the best students were deciding they had had enough school and they weren't reaching Osgoode Hall. Be that as it may, they are also persuaded that the students don't need as long.

I think the professions are looking at the length of their courses and we're encouraging them to look at that because we think that one of the elements—a pretty fundamental one—which hasn't been examined nearly as



closely as it should have been in our opinion —when I say our opinion I speak of those who know a good deal more about it than I do—is time. We have assumed that it took X number of years for someone to get a PhD and X number of years for a person to get another particular kind of a qualification, without any regard for the person's intelligence, aggressiveness, industriousness or anything else, or the new information and information assistance that are available today.

One of the things that I think all of the post-secondary institutions are going to be looking at very closely in the next few years is the question of time and whether or not continuous education is necessarily the best

thing; whether or not education should be interrupted, giving people an opportunity to come back to it again, to do as you say, upgrade their skills after they've found out what it's all about.

**Mr. Parrott:** I'll yield to the clock. It's a very interesting subject and one that deserves a lot of attention.

**Mr. Chairman:** It is now 10:30. Mr. Martel had asked to speak on this particular item.

Mr. Martel moves the adjournment of the committee.

The committee adjourned at 10:30 o'clock, p.m.

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# Legislature of Ontario

## Debates

### STANDING COMMITTEE ON SUPPLY

Estimates, Ministry of Colleges  
and Universities

Chairman: Mr. S. B. Handleman

OFFICIAL REPORT — DAILY EDITION  
Third Session of the Twenty-Ninth Legislature

Tuesday, June 5, 1973

Afternoon Session

Speaker: Honourable Allan Edward Reuter

Clerk: Roderick Lewis, QC

OFFICE OF THE SPEAKER  
PARLIAMENT BUILDINGS, TORONTO  
1973

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(Daily index of proceedings appears at back of this issue.)



# LEGISLATIVE ASSEMBLY OF ONTARIO

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TUESDAY, JUNE 5, 1973

The committee met at 3:18 o'clock p.m., in committee room No. 1; Mr. S. B. Handleman in the chair.

## ESTIMATES, MINISTRY OF COLLEGES AND UNIVERSITIES

(continued)

On vote 2401:

**Mr. Chairman:** Will the committee come to order, please? At the adjournment last night Mr. Martel was speaking. Since Mr. Martel isn't here and we've had a number of speakers on vote 2401, item 2, shall item 2 carry?

Item 2 agreed to then.

Item 3. Mr. Minister, do you want to offer any explanation for the amount of \$1,192,500 for common services?

**Hon. J. McNie** (Minister of Colleges and Universities): Common services is another one of the new provisions that was set up.

The exact details of the responsibility of common services have not yet been settled, but it is expected that, basically, they'll provide assistance to the other divisions of the ministry in matters of administration, information, personnel, statistics and automated data processing systems.

I can give you a good deal more detail on it, but basically there are two areas. First there is the administrative services branch which will be responsible for the processing and recording of the ministry's revenue and expenditures and for the preparation, in consultation with other branches and affiliated agencies, of the ministry's annual estimates. Secondly, it will provide central office services including records management, purchasing stationery and forms; supply duplicating, typing pool and office space utilization.

The functions of the information branch, which handles inquiries, maintains liaison with secondary schools, post-secondary institutions, and media, arranges press conferences, news releases, functions, exhibits and interviews and itineraries for visiting educators—

**Mr. E. W. Martel** (Sudbury East): I hate to interfere, but on a point of order, did you pass a vote?

**Mr. Chairman:** Yes.

**Mrs. M. Campbell** (St. George): Yes.

**Mr. Martel:** Did you call the meeting to order without a quorum?

**Mr. Chairman:** We called the meeting to order, there is a full—

**Mr. Martel:** Yes, but you can't call the meeting to order without a quorum. It takes seven members of this committee to have a quorum, if I understand it correctly.

**Mr. Chairman:** That is not the rule, Mr. Martel.

**Mr. Martel:** What is the rule, then?

**Mr. Chairman:** The rule is that a quorum must be called. There was no call for a quorum when the vote was called.

**Mr. Martel:** Would you read the rules for me? To get the meeting under order you mean to say you can start the proceedings without a quorum?

**Mr. Chairman:** Yes.

**Mrs. Campbell:** I didn't object because I was here.

**Mr. Chairman:** This matter was raised at an earlier meeting and I invited the member who raised the question to call for the quorum; he didn't and we proceeded without the quorum.

**Mr. Martel:** I know, but would you give me the section of the Act which allows you to get a meeting going without a quorum? I hate to interfere with what the minister was doing.

**Mr. Chairman:** That's all right, it's a valid point of order and I'll read you the citation, because it had been cleared with the authorities on this well before the committee ever met.

Mr. F. Laughren (Nickel Belt): Can I speak to this point of order while the clerk is looking it up?

Mr. Chairman: Yes, certainly.

Mr. Laughren: We sat here for about 20 minutes waiting for the minister and didn't object, we felt he was a busy man, he has a right to be a few minutes late; but then it's somewhat in bad faith I think, for you to immediately pass a vote when he walks in the door.

Mr. Chairman: Well, we didn't.

Mr. Laughren: I just don't think you are making for a good committee; and if that's the kind of committee you want, where you play those kind of games and we in turn play them, fine; but that's what you're asking for.

Mr. Chairman: With all respect, it wasn't a question of playing any games, Mr. Laughren. The minister was here, the meeting was called to order. The rule has been stated before, on a question. I don't recall if you raised it or not. And there was no speaker to the item.

Mr. Martel: Well, my colleague might be more magnanimous than I would be.

Mr. Laughren: No, he is laying the groundwork.

Mr. Martel: I'm making the point that if we have to sit and wait for the minister, who is representing his party of course and his ministry, and my colleague happens to be here with all his books and gets up and leaves and comes back moments later and you pass a vote, that certainly isn't going to enhance the working of this committee.

Mr. Chairman: I must admit I don't know what the rule is about starting without the minister, but I think we could really—

Mr. Martel: Or the critic for that particular department. When in fact all kinds of concessions were made to accommodate the Liberals, and then you pull this sort of stunt, it blows the mind.

Mrs. Campbell: Our critic isn't here.

Mr. Chairman: It is standing order No. 1, paragraph 2(c).

Mr. Martel: Right.

Mr. Chairman: These are the rules of the House.

Mr. Martel: Right.

Mr. Chairman: After Mr. Speaker has read prayers if he is advised by any member that there is not a quorum he will cause the bells to ring for four minutes and then make his count. If there is still not a quorum the names of those present will be recorded in the votes and proceedings and Mr. Speaker will adjourn to the next sitting. So there must be a quorum called before the sitting is adjourned because of a lack of a quorum.

Mr. Martel: I think it is in poor taste to start any committee meeting without a quorum. When we sit, as my colleague did—I was tied up with one Mr. Henderson for a few moments—and when the critic for this party, having waited for 20 minutes absents himself for two or three minutes, in that interim the minister comes back, after having waited for 20 minutes, and you immediately pass a vote without a representation, I think it is in poor taste. I don't think it does anything to advance the cause of a good working atmosphere.

Mr. Laughren: Let them determine the mood of the committee by their actions.

Mr. Martel: That is fine.

Mr. Chairman: Perhaps I erred, Mr. Martel, in calling the meeting to order, but once the meeting was called to order I felt that we should proceed with the business.

Mr. Martel: The practice has been to have a quorum before you start.

An hon. member: Let them play the rules—their games.

Mr. Chairman: Do you want to say something, Mr. Minister?

Hon. Mr. McNie: I was just going to say that I think yesterday it was understood that most of these items that we were covering under planning and policy could be brought up in other items which were still to come. As far as I am concerned, speaking for the ministry, I would feel that they are items which you can bring up, Mr. Martel, under later votes—items that you feel appropriately belong in the last vote.

Mr. Martel: I would leave the vote passed.

Hon. Mr. McNie: We could ask the chairman to reconsider his—

Mr. Martel: I would leave the vote passed, providing we could raise a couple of issues, so that we don't open the whole bag up

again. I appreciate the chairman trying to get on with it because we can start all over again. I only had a couple of small comments I wanted to make under the policy and planning but other than that, I just—

**Hon. Mr. McNie:** Are they not items that you can bring up later?

**Mr. Martel:** They are general policy. I am just trying to elicit a little bit of information on how the university system works.

**Hon. Mr. McNie:** I will leave the chairman to make his own decision, but I am sure that those items will be entertained under universities and under colleges, if it is appropriate.

**Mr. Chairman:** It did seem to me, Mr. Martel, that with the exception of the specific research projects, a list of which was provided to the members of the committee, everything else in the vote would fall under either universities, colleges, institutional grants and many other places where policy can be discussed.

**Mr. Martel:** Surely, Mr. Chairman, you must accept this fact that if we sit here and wait for the minister who is going to be late—there are all kinds of reasons. No one is jumping down your throat for that sort of thing. We wait 25 minutes, 20 minutes, 15, and the member leaves. All of us were tied up for a few minutes. The critic leaves.

In the interim the minister walks in and you immediately start. How can you operate in any coherent manner or any semblance of order? Does the committee wait for the minister and then to hell with everyone else, or does it wait until there is a quorum? Or just what set of rules do you want to operate under? Are we under the thumb of the minister—that when he shows up everything starts? That if he is not around, everything dies for news?

**Mr. Chairman:** Again, I just want to repeat the ruling in which I said when the minister is here, the meeting could commence. Anyone who wishes to call a quorum could have called a quorum and the meeting would not have continued.

**Mr. Martel:** I appreciate the chairman's dilemma, but at the same time I am asking the chairman to recognize that we simply can't be waiting on the perchance that the minister will walk in. We have to know that there is going to be a quorum to start. Otherwise, at the beginning of every meeting we are faced with the situation where we can wait for 20 minutes—and you don't dare

leave your place because if the minister walks in you might have gone for two minutes and you come back and the chairman has got the meeting going. You could have passed the whole estimate with none of us here.

**Mr. Chairman:** I don't think so. I think Mrs. Campbell would have said something about that.

**Mr. Martel:** In fact it could have happened and I think that you have got to determine and advise us how you are going to conduct it from here on in.

**Mr. Chairman:** Just again, I have already told you how I would conduct it—

**Mr. Laughren:** You served notice already.

**Mr. Chairman:** As far as I am concerned, the meeting will commence. We did not defer to the Liberal critic at all. We carried on whether he was ready or not and I don't think the committee will hinge on anyone. But I think you would be quite right in criticizing the Chair if we commenced without the minister because he is there to answer the questions. Now we can't wait for everyone who wishes to question him.

**Mr. Martel:** That's the point I am trying to make. I accept that, Mr. Chairman, but on the other hand I don't accept the situation that if we sit here for 20 minutes waiting for the minister and somebody absents himself for two minutes, you start the meeting and pass a vote immediately the minister arrives. I don't think that's

**Mrs. Campbell:** Mr. Chairman, may I intervene?

**Mr. Chairman:** Mrs. Campbell.

**Mrs. Campbell:** Mr. Chairman, is it possible, in order to avoid this chatter which is going to waste our time, for you to accept a motion to reopen that policy and planning matter so that he can ask his question?

**Mr. Martel:** No, I am not—

**Mr. Chairman:** I think he is going to ask his question, Mrs. Campbell.

**Mrs. Campbell:** All right, then.

**Mr. Martel:** I am objecting to the ground rules we are going to play by.

**Mr. Chairman:** Right, I will take your remarks under advisement, Mr. Martel, and the minister will continue with his explanation of common services, item 3.



**Hon. Mr. McNie:** I said there were three areas: One, the administrative services branch; second, the information branch; and third, the personnel branch which, I think, speaks for itself. You have the estimates before you, that's item 2401 (3).

**Mr. Chairman:** Mrs. Campbell.

**Mrs. Campbell:** Mr. Chairman, I wonder if I may have the breakdown that I requested? Is there one available on the salaries and wages?

**Mr. F. J. Kidd** (Executive Director, Consumer Services Division): The breakdown by branch?

**Mrs. Campbell:** Yes.

**Mr. Kidd:** There are five areas in this particular vote. They are as follows: The executive director's office; administrative services branch; information branch; the library; and personnel services branch. Within each of these votes, salaries and wages: The executive director, \$38,000; the administrative services branch, \$504,600; the information branch, \$96,200; for the library, \$54,000; and for the personnel branch, \$110,900.

**Mrs. Campbell:** I wonder then if I may know in some more detail about the administrative services?

**Mr. Kidd:** The administrative services branch is a branch comprising some 55 people—a director, a secretary, the internal audit section of the ministry, a manager of audits, two senior auditors and two junior auditors, the chief accountant, the budget accountant, reports and reconciliation clerks, payroll clerks, supervisor of the payroll, supervisor of cheque control, three cheque control clerks, supervisor of accounts payable, three accounts payable clerks, supervisor of travel and advances, machine operator for the cheque machine, purchasing officer, purchasing assistant, records management officer, two central files clerks, manager of office services, supervisor of supplies and equipment, supplies and equipment clerk, a supervisor of communications and maintenance, a driver, five clerical staff in communications and maintenance, a supervisor of the typing pool including two typists and three MTST operators—these are the magnetic tapes electric typewriters—duplicating equipment operator, purchasing clerk, mail clerk, duplicating equipment operator, two dictatypists and three travel advance clerks.

**Mrs. Campbell:** And you really need all those people?

**Mr. Kidd:** Each of these people is organized on a divisional basis. I think the internal audit is made necessary because of the change in the status from pre-audit to post-audit. The chief accountant looks after the books and accounts of the ministry. The budget accountant makes up a budget and controls the budget. The payroll clerk and the supervisor of the payroll look after the salaries and wages of the 700-odd staff who are paid from the central section.

The cheque control—all cheque processing is done for the whole ministry through this particular office. We don't allow anyone else to give out cheques. This is our cheque control. The accounts payable—these are the people who look after the accounts for the ministry. The travel advances—these are the people who check all the travel claims for any travel and maintenance incurred by many of those staff who are on the road—for example, the industrial training branch and the field advisers. These people look after them and pay these accounts.

The purchasing officer purchases all equipment, supplies, stationery, and so forth for the ministry. She has one assistant. The records management officer looks after all the records management of the ministry. Central files—we have a central filing system. Rather than dispersing the filing throughout the ministry we consolidate them and centralize the service. The manager of office services looks after the desks, equipment, typewriters for all the various offices we have throughout the ministry. Supplies and equipment—that is a stockroom that we operate as a central stockroom where people requisition and pull the supplies out.

**Mrs. Campbell:** Well, if they do all that, what does personnel do?

**Mr. Kidd:** Personnel looks after the hiring and classification of all employees in the ministry. They look after the classification standards, payroll standards, complement controls, hiring, firing, cancelling and any other service regarding personnel. They are dealing with the personnel. They don't look after the actual payment. They just look after personnel records and hiring and firing.

**Mrs. Campbell:** What does personnel have as guidelines for classification?

**Mr. Kidd:** The Civil Service Commission controls most of the classification of the personnel in the ministry.

**Mrs. Campbell:** Has anyone ever attempted to impeach the people in the Civil Service

Association? Is there a way of classifying people who are on it?

**Hon. Mr. McNie:** Yes, they have—a number of times.

**Mr. Kidd:** But they look after classification centrally for the whole of the public service. We have to submit each classification and the position specifications through them for classification.

**Mrs. Campbell:** What happens if you set yours and then tell them what you are going to do?

**Mr. Kidd:** They will turn us back and tell us what we can do. They have complete control in this field.

**Mrs. Campbell:** This is why there hasn't been women and others in the service, is that right?

**Mr. Kidd:** I wouldn't say that. The hiring is done in a joint effort with the Civil Service Commission involved. They look after specifications and classifications. I don't think that policy is—

**Hon. Mr. McNie:** Let's say it hasn't made it easy.

**Mrs. Campbell:** So that the policy of this government is not one which can be changed or improved—if you think it is an improvement—unless the association says so. Is that the way it works?

**Mr. Kidd:** Not the association.

**Mrs. Campbell:** The Civil Service Commission.

**Mr. Kidd:** I should point out, Mrs. Campbell, that in this particular branch, admin. services branch, the vast majority of the supervisors are women.

**Mrs. Campbell:** I'm sure the secretarial staff is, too.

**Mr. Kidd:** Yes, that's true.

**Mrs. Campbell:** The information branch?

**Mr. Kidd:** The information branch comprises a director, three information officers, secretary for the director, a receptionist and a clerk.

**Mrs. Campbell:** Doesn't it strike you, Mr. Chairman, that this section is pretty top heavy in staff? The whole think is top heavy in staff. I wonder if they don't fall over each other trying to perform any useful service.

**Hon. Mr. McNie:** May I speak to this? As a matter of fact, if they are falling over one another it is because they are crowded into such small quarters, so far as—

**Mrs. Campbell:** They will no doubt get new equipment in the new Hydro building.

**Hon. Mr. McNie:** Not to this date. So far as the numbers of personnel are concerned I think that they are far from adequate to do the job that is necessary in some of these areas, because of the very great increase in the number of inquiries and correspondence that the ministry has had in the last few months. I indicated this at the outset, this was a result of the—

**Mrs. Campbell:** Yes, but you gave that explanation in the main office.

**Hon. Mr. McNie:** That's right, but that also backs up. You don't think all the letters are answered in the main office?

**Mrs. Campbell:** I doubt that any of them are. This is what's bothering me a little bit.

**Hon. Mr. McNie:** Some of the letters couldn't be answered because we are not competent to answer them. We send them to where the people are equipped to provide the answers that you want. Whether it is industrial training and has to do with pipe fitters, or whether it has to do with PhDs and pedagogy.

**Mrs. Campbell:** It is no wonder that we have to cut universities and colleges if we can't maintain a Taj Mahal approach to this kind of—

**Hon. Mr. McNie:** Yet we haven't. Actually about one quarter of our staff is in the industrial training area.

**Mrs. Campbell:** In this vote?

**Hon. Mr. McNie:** No. I'm just talking about our staff.

**Mrs. Campbell:** I'm talking about this. I've covered them in the other two and it is just outrageous that you need all of this in one branch.

**Hon. Mr. McNie:** But this services all the universities, it services the community colleges, it services all of them. This is what's involved here.

**Mrs. Campbell:** So your institutional grants administration really is the one we don't need, because this services everything. Is that what you are saying?

**Mr. Kidd:** I think the division services the whole ministry. The policy division has cut down staff considerably. This is as a result of the reorganization. This particular division services and centralizes these functions which in other ministries perhaps are spread throughout the various divisions of any other ministry. This particular division, common services division, performs all common services for all the other divisions of the ministry.

**Hon. Mr. McNie:** What we are trying to avoid is each of the divisions doing the same thing, trying to provide the same services and unnecessarily duplicating them.

**Mrs. Campbell:** It must be tough when you have so many branches.

**Hon. Mr. McNie:** This is working and I must say that there is an extraordinary amount of co-ordination now in the way in which we are being able to handle and process some of this material.

**Mrs. Campbell:** I don't know whether anyone else wants to speak on salaries and wages. If they do, I'll stop; otherwise I'll want the information on transportation and services.

**Mr. Kidd:** Transportation and communications were included in various branches of this particular vote—executive directors, office, \$1,200; administrative services, \$94,800; information, \$5,200; library, \$2,000; personnel, \$4,600. I think the main one here is administrative services, \$94,000. Over \$90,000 of that is for the mail of the ministry, postage charges.

**Mrs. Campbell:** And what was your transportation? I am sorry, I can't get them down as quickly as you give them.

**Mr. Kidd:** Which one—transportation and communications?

**Mrs. Campbell:** Yes.

**Mr. Kidd:** Executive director, \$1,200.

**Mrs. Campbell:** Is that for travel?

**Mr. Kidd:** That's for travel, maintenance and telephone and telecommunications.

**Mrs. Campbell:** Is it for vehicles?

**Mr. Kidd:** No.

**Mr. Chairman:** Excuse me, I wonder if you could speak up. Just bear in mind that while Mrs. Campbell is asking the questions, your answers aren't going to the entire committee.

**Mrs. Campbell:** Executive director; how is that arrived at? Does he have the same thing every year that he goes to?

**Mr. Kidd:** This is based on past experience and also based on what we think would be necessary with this new organization.

**Mrs. Campbell:** Let's get the breakdown of transportation as opposed to communications.

**Mr. Kidd:** I don't have that particular breakdown with me, but I can supply it tomorrow or tonight.

**Mrs. Campbell:** You said that the \$90,000 was administrative services for communications.

**Mr. Kidd:** It's mainly mail—over \$91,000 for mail—and that includes the freight charges for the ministry, telephone, telegrams, and any travel administration services, which are very minimal in that particular item.

**Mrs. Campbell:** Then, did I hear you correctly that there is some information service in this too?

**Mr. Kidd:** There is an information branch.

**Mrs. Campbell:** Yes, I know there is, but is it information or was it transportation, or what is it?

**Mr. Kidd:** The transportation and communication and information branch—it's a mixture of all these items you mentioned.

**Mrs. Campbell:** And then you also have services of \$40,500, which is supposed to include information, and in this ministry doesn't apparently.

**Mr. Kidd:** Yes, well, we are just coming on to this. That item that you have mentioned—the \$40,000—is not \$40,000; it's \$236,700. We have pro-rated that amount to the various accounts within the policy division; and I think if you want to—

**Mrs. Campbell:** Services is what?

**Mr. Kidd:** \$236,700.

**Mrs. Campbell:** Why is it shown here as \$46,500?

**Mr. Kidd:** Because we have pro-rated an amount of \$190,000 to the policy divisions within the ministry and then pooled them together, and pro-rated in the accounts to show a net figure; the gross figure is \$236,700.

**Mrs. Campbell:** Does this include duplicating, Xeroxing invitations and menus, main-



tenance of vehicles, rentals, memberships and miscellaneous, and ministry-sponsored functions too?

**Mr. Kidd:** Some of these, and it also includes publications of the ministry. All the publications of the ministry are included in that particular vote.

**Mrs. Campbell:** All right, so at least there is some information attached to this service item.

**Mr. Kidd:** Oh, yes.

**Mrs. Campbell:** I see. Are there any films, or things like that?

**Mr. Kidd:** No films.

**Mrs. Campbell:** Or professional agencies?

**Mr. Kidd:** No professional agencies.

**Mrs. Campbell:** Or advertising placed directly with the media?

**Mr. Kidd:** Yes, there is \$5,000 in for advertising, mainly advertising for student awards programme and the dates and the deadlines.

**Mrs. Campbell:** So we have invitations, menus—how much is that in this bunch?

**Mr. Kidd:** There is an item of \$750 for miscellaneous items and functions in the information branch budget.

**Mrs. Campbell:** You didn't give me that in policy and planning, so I don't know how you are pro-rating the thing—but I'll take it from there.

So that you have functions and invitations and things spread all over; that are sort of hidden under services.

**Mr. Kidd:** No, I think that we have covered most of them; I don't think there are any more to come.

**Mrs. Campbell:** I see

Supplies and equipment. What is that? What equipment as opposed to your services and everything else?

**Mr. Kidd:** Supplies and equipment and office machinery, desks, typewriters, calculators, stationery, and so on.

**Mrs. Campbell:** Is it rental equipment?

**Mr. Kidd:** There is some rental equipment, yes.

**Mrs. Campbell:** Could you tell me who drew up the explanatory notes on the standards accounts' classification?

**Mr. Kidd:** Management Board drew them up.

**Mrs. Campbell:** It's a mess, isn't it? It's as misleading as anything could possibly be. Because some of these items that you are showing here under supplies should be in services according to this.

**Mr. Kidd:** Which items?

**Mrs. Campbell:** Rental of machinery and equipment.

**Mr. Kidd:** This item is particularly misplaced because of the fact that it is not rental of equipment, it is a purchase service agreement. For example, the MTST machines. These are magnetic tape typewriting machines, which we find very useful to send out letters to individuals where the letter is basically the same to each of them.

**Mrs. Campbell:** You don't rent any equipment?

**Mr. Kidd:** We rent that machine on a purchase service agreement. It's like a lease-back arrangement.

**Mrs. Campbell:** I would think you could tell Management Board that as far as trying to follow your classifications is concerned, it is almost impossible, and I feel that in some cases it is misleading. Whether it is deliberately misleading or not—I have my own views, but I won't express them. You may gather from what I've said what I think.

**Mr. J. F. Foulds (Port Arthur):** Go ahead, go ahead.

**Mr. Laughren:** You don't want to alienate your friends.

**Mrs. Campbell:** Pardon?

**Mr. Laughren:** You don't want to alienate your friends.

**Mrs. Campbell:** You know that kind of remark is just one too many.

I have nothing further on this particular item at the moment.

**Mr. Chairman:** Mr. Laughren.

**Mr. Laughren:** I have nothing further on this vote, Mr. Chairman.

**Mr. Chairman:** Any other questions? Item 3 carry?

Item 3 agreed to.

Item 4, Mr. Minister, institutional grants administration.

**Hon. Mr. McNie:** This particular area provides functional guidance and skills to the divisions of the ministry in fields of capital support, operating support and student awards.

There are two areas. One is the operating support branch. The other is capital support branch.

The operating support branch is responsible for administering the government's programmes of operating support for the post-secondary institutions, providing background data for the making of related policy decisions. There are four basic categories of activity—the policy development programme administration, reporting, control and provision of support services to agencies of this and other ministries.

Then the capital support branch provides professional architectural opinion on the size, scope and cost of proposed capital projects. The ministry is expected to provide financial assistance; two, the determination of allocations and entitlements and the preparation of formula studies; and three, the control of the administration and flow of capital funds.

**Mrs. Campbell:** Mr. Chairman, is this the proper place to ask who sets the policies in this group for awards, for example, to the private vocational element? Does that come under this? Or, is it, again, all divided into at least three parts?

**Mr. Kidd:** Vote 2403, I'm informed, contains that particular item.

**Mrs. Campbell:** No, but the minister has just told me that this is the branch that sets the policies.

**Mr. Kidd:** No, this branch administers the policies.

**Mrs. Campbell:** Oh, gracious sakes!

**Hon. Mr. McNie:** I think that Mrs. Campbell could be excused for being confused. It says here there are four basic categories of activity policy development, which would lead one to believe that that was one of the functions, but that isn't, in fact—

**Mr. Kidd:** That is true.

**Mrs. Campbell:** Could you tell me really, now, actually, what it does instead of reading something that doesn't seem to describe it? Could I just find out what it does do?

**Mr. Kidd:** The operating support branch is responsible for the administration of the formula grant to all the institutions for which the ministry is responsible. It is also responsible for making and planning all our claims to Ottawa under the various cost-sharing programmes that the ministry participates in. It is responsible for requisitioning all payments to the institutions, giving out the main bulk of the money of the ministry, transfer payments to universities, colleges, local library boards, local museums and other cultural organizations.

**Mrs. Campbell:** It just processes the grants through—

**Mr. Kidd:** Processes, yes—

**Mrs. Campbell:** —that have been approved some place else.

**Mr. Kidd:** The formula, as you know, dictates how the moneys are sent out to the universities. So they administer for formula.

**Mrs. Campbell:** But somebody, somewhere, makes the policy.

**Mr. Kidd:** The policy regarding the formula, yes.

**Mrs. Campbell:** That's under some other heading.

**Mr. Kidd:** No, it is the whole of the next vote, 2402, university support programme. These are the people responsible for the policy of support to universities.

**Mrs. Campbell:** But only to universities. I'm talking about the private vocational.

**Mr. Kidd:** Vote 2403.

**Mrs. Campbell:** But you couldn't have the same people doing that, looking at the whole picture. That would be pretty unique and simple.

**Dr. J. A. Parr (Deputy Minister):** This, Mrs. Campbell, is what we did have and it led to a lot of confusion. Also, the particular clients, the universities or the colleges, were not really, I think, getting a fair hearing at the ministry, simply because those people who might be working, let's say, on some aspect of formula funding would have to say: "We are terribly sorry, this week we are working at the transfer of payments, or working at some detail rather than policy". So one of the reasons for the change is that the matter of administration, for example, of the transfer payments has been put in one place and the matter of the support groups

for universities, colleges and the open sector has been placed separately.

**Mr. Kidd:** I should also like to add, Mrs. Campbell—

**Mrs. Campbell:** I thought the support group was this one.

**Dr. Parr:** This is the operating support group. But the people who come into contact with the universities, for instance, are those who come into the next vote number, under the university support division.

**Mr. Kidd:** This particular branch is mainly staffed by accountants and they supply the professional accounting service to the rest of the ministry. For example, A is a form of financial statements and dealing with the auditors of the institutions, liaison with the chartered accountants' institute and this sort of thing—liaison with federal government auditors on various programmes.

**Mrs. Campbell:** All right. Thank you, Mr. Chairman, I have no more questions.

**Mr. Chairman:** Mr. Laughren, do you have any questions on this vote? Item four carried?

Item four agreed to.

That completes the estimates on vote 2401.  
Vote 2402, university support programme.

On vote 2402:

**Hon. Mr. McNie:** In the reorganized ministry this is a new division, responsible for the interface between the provincial government and the universities, Ryerson Polytechnical Institute, and the Ontario College of Art. The operating grant for 1973-1974 is being increased by six per cent to \$422 million. Much of this increase—3.4 per cent—reflects the increase in the basic income unit from \$1,765 to \$1,825. In addition, there will be increases of work for part-time activity in bilingual programmes.

The formula for calculating grants based on enrolment has been changed with the introduction of slip-year financing. Under this method, grants for the 1973-1974 fiscal year will be based on actual enrolment in 1972-1973, rather than on the 1973-1974 enrolment.

At a time when post-secondary enrolment is levelling off, or actually declining in some of the institutions, this approach will provide the institutions with an assured level of provincial support, and assist them in the financial management.

Smaller universities which have been experiencing problems due to declining enrolment will receive added assistance in the form of fixed sum compensatory grants based on a careful assessment of their needs. These universities include Brock, Lakehead, Laurentian, Trent, Scarborough and Erindale.

A new method of calculating support for bilingual programmes will also be introduced. Grants equal to 5 per cent of their basic operating income will go to various universities.

University schools of social work will receive supplementary grants to finance field instruction that used to be supported by the federal Department of National Health and Welfare and the former provincial Department of Social and Family Services. Extra formula grants for undergraduate programmes in health sciences and law will go to nine universities. The University of Guelph, for veterinary medicine; the University of Windsor and York University, for law; the University of Ottawa and Queen's University, for law and medicine and interns; the University of Toronto and the University of Western Ontario, for law, medicine, interns and dentistry; McMaster University, for medicine and interns; and to the University of Waterloo, for optometry.

Grants to municipalities in lieu of taxes for university facilities were increased from the previous dual rates of \$25 or \$35 to a universal rate of \$50 for each full-time student. The minister is examining possible alternatives for the present funding of all church-related institutions with a view to integrating them with existing institutions of the same level of support.

The ministry is continuing to monitor the citizenship of students to determine trends of student enrolment. Over the last few years the distribution of Canadians, landed immigrants and others in the undergraduate student body appears to have remained fairly constant.

As mentioned previously, we are giving increased attention to part-time studies. For 1973-1974 the university will be funded one income unit for five part-time courses instead of 5.5 courses, as was done last year. Also, the loan scheme is being adjusted to assist part-time students.

We will also be supporting correspondence courses at Guelph, Queen's and off-campus courses in isolated areas for Lakehead and Laurentian. Regarding the overall costs of providing educational service at the university, I have been very pleased with the efforts to



tighten up budgets and to cut deficits. This improved planning, along with our introduction of the slip-year method of financing has made it possible to avoid increasing student fees in spite of the general level of inflation.

Hopefully, the combination of holding the line on fees and improved student awards will make this educational service available to more people in Ontario.

**Mrs. Campbell:** Mr. Chairman, has there been a policy set on the question of ceilings and would this be the place to discuss it?

**Hon. Mr. McNie:** As far as the universities are concerned?

**Mrs. Campbell:** Yes.

**Mr. Chairman:** The loans come in as a separate vote, 2305, I believe. Vote 2405.

**Mrs. Campbell:** All right, I'm sorry. Then I'll deal with it there.

**Mr. Chairman:** No, vote 2404.

**Hon. Mr. McNie:** Vote 2404, yes.

**Mr. Chairman:** You are talking about student awards and student loans?

**Mrs. Campbell:** That's right. The minister opens on all these things and then we're confined to finding them in the proper place!

**Hon. Mr. McNie:** It's pretty hard when you're dealing with the universities and talking about the state of the universities. We're only making reference to some of the components.

**Mrs. Campbell:** It is really tough for the opposition.

**Hon. Mr. McNie:** I realize that. You have to restrain yourself!

**Mrs. Campbell:** Yes, I see that.

**Mr. Chairman:** The first item we are discussing is programme administration. Vote 2402, item 1.

**Mrs. Campbell:** Programme administration, yes. Now, could I hear something about that from you? What exactly is programme administration? What does it do?

**Hon. Mr. McNie:** I will call on Mr. Gordon, I think, to speak to that.

**Mr. A. P. Gordon** (Assistant Deputy Minister, Universities Division): This represents the operation of the university affairs division which is responsible, as the minister indicated

port and other matters where they interface with the institutions—considering the types of problems, for instance, the institutions have when they arise, when items such as ones that have come up that are of concern.

For example, a question was raised yesterday about deficits: What happens when deficits come? Well, the institution indicates this, then we work with them to try to analyse what the cause is, what the solution should be, and whether it should be achieved in conjunction with the institution.

We try to do some analysis on the question of policies with respect to such things as the operating grant support and to capital support and other matters where they interfere with the Committee on University Affairs. The advisory committee on universities is one which comes from this division. This is a new division which is under the reorganization. It's just coming under way so the staff isn't entirely set yet. In fact, the detailed staff, with the exception of myself and my secretary, has not been formally approved through the Management Board process because it's still in the process of organization.

**Mrs. Campbell:** Do you mean to say that \$165,300 is for you and your secretary?

**Mr. Gordon:** I would that it were.

**Mrs. Campbell:** Yes, indeed, it's nicer to get too!

**Mr. Gordon:** That is what we would expect to expend on staff when we are able to appoint them all.

**Mr. D. H. Morrow** (Ottawa West): It includes travelling does it?

**Mrs. Campbell:** No, it doesn't include travelling. It doesn't even include employees' benefits.

**Mr. Gordon:** Just a meagre pittance.

**Mr. R. S. Smith** (Nipissing): Will the Committee on University Affairs then be of less value because of the more active direct participation of the ministry?

**Mr. Chairman:** Mr. Smith, would you speak into the microphone so that they can get your pearls of wisdom for Hansard?

**Mr. R. S. Smith:** I just wanted to know if the Committee on University Affairs is being downgraded now and is the department going to act more directly with each individual university? Will this affect the position of the committee itself?

**Hon. Mr. McNie:** The answer to that is that we don't know exactly what the role is going to be, because one of the key proposals in the COPSE report would have to do with the advisory, or advisory executive functions of the committee. So that until this has been determined, and it is yet to be determined, we won't know exactly what the role is except that we'll be contributing substantially to the support of that committee, whatever form it takes.

**Mr. R. S. Smith:** But it's not the beginning of the phasing out of the Committee on University Affairs?

**Hon. Mr. McNie:** No, no. No way.

**Mr. Gordon:** No, one of the problems in the past has been that the committee in its work has been hindered somewhat by the inability of people to be able to devote full time to the kind of policy questions which they are considering within the ministry to give the interrelationship from the government standpoint to the kinds of questions that they are concerned with. We hope to be able to provide better service in effect then.

**Mr. R. S. Smith:** In other words, you are going to be providing a service to the committee or directly to the universities? Or both?

**Dr. Parr:** To both, sir. I did spend time as chairman of the Committee on University Affairs which has a very small staff of its own, so quite frequently it develops what it thinks may be, say, a reasonable idea with respect to the formula, operating support or scholarships, or something of this sort. Unless it duplicated the ministry staff it therefore then goes to the ministry who will usually, at invitation, sit with CUA—but not if they're not asked—and the ministry's staff will then work these through. If these are successful projects they're going to have to work them through sooner or later anyway, so it's a means of avoiding a duplication of technical backup.

In response to your direct question, I think that with this organization CUA will get a better backup and there will be a better relationship with the ministry than there has been in the past.

**Mr. Chairman:** Will you take the microphone again, Mrs. Campbell, if you are going to continue the questioning on this item?

**Mrs. Campbell:** Mr. Chairman, I am a little puzzled at one of Mr. Gordon's answers. I take it that if a university is in financial diffi-

culties, and you then go in, you could affect actual programmes within the university.

**Mr. Gordon:** The only time that we actually go in, as you say, it is not as though we walk in as an audit firm, but rather they raise a problem. Perhaps I could give you an example. Carleton University is concerned about its enrolment future and the effects of formula financing on that. In fact, the president made a policy speech on this very topic this morning to the business officers of the universities of Canada.

It is anticipated, then, that our people will sit down with the Carleton people to analyse the actual situation as it affects Carleton. The chairman of their board has written to the minister, for example, to ask that consideration be given to the particular problems relating to that institution. Then, we would sit down with them to attempt to analyse the cause, the implications funding would have for it, the long range future in respect to the system as a whole, as well as the institution itself, and to provide help and assistance in reaching a solution that will help overcome some of the problems that are being faced.

**Mrs. Campbell:** What I had in mind is this. If you have in the university a series of professors with a series of courses and they find that a course goes light, as I understand it, a good administration would try to group students in order to cover costs or something. If they are facing a deficit, would you be in a position to say, "That's one place we can clear it up. We can dispense with this"?

**Mr. Gordon:** We have not done so because the institutions in getting their grants—although they are based on the units created by the students, as you understand it—they are given a total grant, and it is their decision what they would do. Now we would discuss those kind of points with them in our discussions, but we wouldn't give them direction though in terms of their decision.

From time to time they have asked, and I think legitimately so, for input from us in terms of overall funding. For example, the problem might be that the funding for that particular course is not sufficient and they may request on that basis. We have a mechanism whereby we examine that. Both ourselves and the Committee on University Affairs, jointly with the Council of Ontario Universities, will do a review on that particular item to see whether it could be a matter of changed demand in terms of enrolment on the part of the students, which may be a permanent or a temporary thing. So we try to look at all aspects of these things.

Mrs. Campbell: Mr. Chairman, the other question here of course is the perennial one about services. If this is new, I don't suppose they know what they do under services. But do any of the services fall within the standard classification as set out for our guidance?

Mr. Gordon: I believe so. I believe this was set as a pro-rated amount in an estimate of what might be expected to cover such things as data processing, duplicating, photocopying, printing of forms and so on. I am not an expert on it.

Mrs. Campbell: I see. As far as this is concerned, we can take it that the focus here under services is largely the data processing?

Mr. Gordon: Yes. That's it.

Mrs. Campbell: I have no further questions.

Mr. Chairman: Mr. Laughren, did you want to speak?

Mr. T. A. Wardle (Beaches-Woodbine): You had me down, Mr. Chairman.

Mr. Chairman: No, it was Mr. Laughren?

Mr. Laughren: Is this the vote that you would wish to discuss the role of the CUA under, Mr. Chairman?

Mr. Chairman: That is item 3 of this vote.

Mr. V. M. Singer (Downsview): I'd like to talk on item 2.

Mr. Chairman: I believe Mr. MacDonald expressed a wish to speak on item 1.

Mr. D. C. MacDonald (York South): Mr. Chairman, I have a point I'd like to raise relatively briefly. There are three ministries, including this one, within the social development field which have a growing interest in the co-ordinated and integrated delivery of community services. Now last year, I raised with the minister's predecessor rather an interesting prospect, and at that stage he contended that it was still under policy consideration at the ethereal heights, and no word yet had come down with him.

Hon. Mr. McNie: Community health and social services.

Mr. MacDonald: Pardon?

Hon. Mr. McNie: Are you referring to community health and social services?

Mr. MacDonald: It is related to that and your department comes into it. Briefly, the background is this.

The minister is undoubtedly aware that about two years ago, or a year-and-a-half ago, Dr. Mustard, among his many studies, did a study of the medical colleges and whether or not another medical school should be established in the Province of Ontario. His firm recommendation was against spending any more money on building still another medical college, suggesting the thrust for the future should be more in terms of satellites to the present medical college and the development of community facilities to co-ordinate education and the delivery of services.

Without straying into details which would be more appropriate in the Health ministry or in the Community and Social Services ministry, I wanted to ask the minister whether or not any decision had been made on the question of how we might use the money that might otherwise be spent on another medical school. Whether the \$40 million, \$50 million, \$60 million, or \$70 million for a medical school, medical science centre—or whatever be the new name for these institutions—whether it is going to be used for developing community facilities.

Without getting into the detail, the one real problem in developing the delivery of services in a community is the overhead cost. That may involve rental or capital expenditure for building, just to bring a lot of existing services together. If the decision of the ministry is that \$50 million—to pick a round figure—which might have gone into a new medical school is now going to be made available for the delivery of health and related community services, that could go a very, very long way in developing community delivery. I think in the final analysis it would be a more effective delivery of services and a more effective use of the money.

With that preamble, what has been the decision from on high, policy-wise? Don't tell me it is still in germination?

Hon. Mr. McNie: As you recognized in your introductory remarks, Mr. MacDonald, it is a matter that is being considered. It has been looked at very closely by the policy field. There is an agreement with Dr. Mustard's premise that these are services—not only health services, but many of the social service functions—that can be performed more economically than through some of our very large institutions. In my own community there is very strong co-ordination of effort between the various institutions to see that these services are provided at as low a cost as possible; this embraces nursing homes and everything else.



So far as our own ministry is concerned, we are involved in a variety of ways; one is in the training of people at community colleges and universities. We are talking of universities particularly—they will provide some of these kinds of services that you are talking about which may or may not require large buildings, which may be able to use buildings that already exist.

**Mr. MacDonald:** But specifically in the instance of the medical school, McMaster is going to have a satellite, or has a satellite, up in northwestern Ontario. I understand they are even contemplating one in a southern urban community like Windsor. That kind of a thing. Now that we are not locked into what is—if I may use the term—a narrow catchment basin for university purposes; they can go as far afield as that, for example. It seems to me that the potential is there in terms of using what you now have in those institutions and tying it to a community facility; but there has got to be some—not a great amount—

**Hon. Mr. McNie:** Are you talking about the teaching function that is involved in that type—

**Mr. MacDonald:** A combination of teaching and delivery of services.

**Hon. Mr. McNie:** —because this is our—

**Mr. MacDonald:** A combination of teaching and delivery of services.

**Hon. Mr. McNie:** That is right.

**Mr. MacDonald:** As a matter of fact, there is an interesting new development—I don't know how widespread it is in community colleges—of a community base. Humber college, as you know has a base on Eglinton Ave. They call it the York Humber Centre, something of that nature, so once again you have got education at the community college level being tied in very closely with the other services and other needs of the community. It is not just in the medical schools that I am happy to note this kind of development within your ministerial jurisdiction.

I take it there has been no policy decision on whether or not there might be a re-allocation of the \$50 million or the equivalent thereof that might have gone into a medical school for this kind of purpose?

**Dr. Parr:** The decision was reached, Mr. Chairman, not to have an additional medical school.

**Mr. MacDonald:** Right.

**Dr. Parr:** There were the two components, one of which you have mentioned, and which I will come back to in a second. The other component was some extension of the existing medical schools, so that they could take more students.

**Mr. MacDonald:** Right.

**Dr. Parr:** This was part of the Mustard report and this, of course, involves additional operating funds. Going back to the first part, I think that a start has been made through—I forget their precise name—the health planning committees which are located in each of the areas where there are medical schools; there is some co-ordination of the sorts of services of which you speak. This is in process of development. I am unable to give you details now but we could find more of these for you.

**Mr. Chairman:** Mr. Wardle.

**Mr. Wardle:** Mr. Chairman—

**Mr. Singer:** Mr. Chairman, could you ascertain why the bells are ringing?

**Mr. Chairman:** The clerk has gone to check. I understand it may be a quorum call, but if they—

**Mr. MacDonald:** No, it is a vote.

**Mr. Chairman:** It is a vote, is it? Is it the wish of the committee that we attend the House until the vote has been completed?

**Mr. Singer:** I think we have no alternative, if it's a vote.

**Mr. Chairman:** It is a vote. We will adjourn until after the vote then. You are sure of that? I hope I am acting on proper advice.

**Mr. MacDonald:** It's on the Corporations Tax Act.

**Mr. Chairman:** I think it's been longer than four minutes. We will adjourn and if is not a vote, we will reconvene immediately.

The committee recessed at 4:20 o'clock p.m. for a vote in the House and reconvened at 4:45.

On vote 2402:

**Mr. Chairman:** Could the committee come to order, please?

**Mr. Wardle:**

**Mr. Wardle:** Mr. Chairman, did I understand the minister to say in his opening re-

marks on this item that there would be fewer students enrolled in colleges and universities in Ontario this year, but the amount of money in grants will be up slightly?

**Hon. Mr. McNie:** Yes. We don't know what the actual enrolment will be in the colleges and universities. Actually, I was just referring to the universities, I think. In this particular vote I was.

**Mr. Wardle:** When will your ministry know what the enrolment will be? Only in September?

**Hon. Mr. McNie:** No, it is usually December before we know what the actual enrolment is, because of the large part-time enrolment. Each year it becomes an increasingly important part of the total and before we get the final reports in it is usually December. That is what we have found this year.

**Mr. Wardle:** It is likely then that some universities in Ontario, at least, would have fewer people enrolled, but their grants from your department would go up.

**Hon. Mr. McNie:** Their grants would be based on last year's enrolment. This means they would get the increase—that is the BIU 3.4 per cent increase—on last year's or this current year's enrolment. They will actually have more money to work with, that's right—six per cent overall.

**Mr. Wardle:** Six per cent overall. The second question: Who makes the decision whether there should be so many lawyers or so many doctors educated in Ontario in 1974? Do you make that decision in the ministry or is that made by the individual colleges who say—for example, at York—"We are going to have 200 enrolled in the faculty of law in first year." Do they make that decision or do you have any part in that decision?

**Hon. Mr. McNie:** They make the decision. Sometimes we have a part in it, for instance in the hospital area where there is obviously a need for our being involved because it requires some complementary clinical facilities, and teaching facilities, and so on. Could you comment on that, Mr. Gordon?

**Mr. Gordon:** By way of illustration, several years ago the question of expansion of law schools came up and a study was done with the Law Society at that time to determine what capacity was required. That resulted in the establishment of the University of Windsor school of law, and so on. Then, the Committee on University Affairs in the last three

years has asked—and there has been discussion with the Law Society each year when they meet—about the adequacy of supply. However, it is not a formal analysis at that time. The last one I recall was a year ago last fall, and there seemed to be an indication that there were a sufficient number of places available within the system to allow for the needs at the present time.

This is not a deep analysis in that sense, and we recognize that factor, but it varies from profession to profession. In the medical profession, of course, the very high costs make any question of expansion a matter of much debate among many people. This is what was referred to earlier when we were talking about the funds, in answer to Mr. MacDonald's question.

**Mr. Wardle:** Mr. Minister, here is my concern, and maybe you could throw some light on this question. You say you discuss this matter with the Upper Canada Law Society, or the legal people. It may be within their own interests to restrict the number of people going into the legal profession in Ontario. It seems to me that lawyers are very busy people, just to take one profession. Doctors are very busy people.

If the decision is left to them it may be within their interests to have fewer people go into law. Why would you not make that decision from your ministry in representing the general public?

**Mr. Gordon:** Perhaps my comment was misunderstood, Mr. Chairman. We consulted with them. It was the decision or the advice of the Committee on University Affairs, which is not the Law Society.

**Mr. Wardle:** Who was on that committee?

**Mr. Gordon:** Do you wish the names? There are 12 people.

**Mrs. Campbell:** Everybody.

**Mr. Wardle:** I am just thinking of the professions represented on that particular committee.

**Mr. Laughren:** Virtually everybody but labour.

**An hon. member:** I beg your pardon; that's not true.

**Mr. Gordon:** There are six laymen, including Mr. Dodge, and six academics and the chairman.

**An hon. member:** You've been misinformed.

**Mrs. Campbell:** Are there any women on that?

**Mr. Gordon:** Yes, four.

**Mr. Wardle:** Do they make the decision of how many people should go into law, say, in Ontario this coming year?

**Mr. Gordon:** After hearing the appropriate groups, which would be the professional associations or colleges and the academic community, they would then make a recommendation through the ministry and the minister.

**Hon. Mr. McNie:** These briefs, incidentally, are all submitted in open meetings. They're all available to anyone who wants to see them. Another consideration, too, which, in fact, I think is increasingly coming to the fore is that there are a lot of services that are being discharged by lawyers that could be discharged by other persons perhaps just as readily and at a great deal less cost. This is something that the law people themselves are well aware of. I think there are some great advances being made here in this province.

**Mr. Wardle:** And do you think, Mr. Minister, that there could be another group of professional people who would do, not the complete legal work of a person called to the bar, but on a basis less than that, and who could be given the type of education that is not being given now in Ontario?

**Hon. Mr. McNie:** A lot of that is being given in Ontario now. Some people suspect that most of the real estate work in some offices is done by other than lawyers anyway. There is training now for legal clerks to handle this kind of work and it is working out very well.

**Mr. Wardle:** Finally, on this point, you would then make some decision that there should be 4,000 people admitted to the faculty of law in Ontario colleges this year. You would say to York, you have places, say, for 300 and to Western, 200. Is that how it's done? Is this the way the allocation is made?

**Mr. Gordon:** No. The institutions indicate what they can accommodate within their own enrolment.

I think perhaps it should be pointed out that the whole question of professional education, not just for law, but for the other professions, was one that was given considerable attention in the Commission on Post-Secondary Education study and one which we our-

selves are now turning to in terms of the ministry's interests in this area. There are various inputs, including a recent one which is mid-way in stream, I think, with the Law Society about articling and the question of the number of years.

The Committee on University Affairs for some years has been questioning the matter of the apparent increase—although the formal requirement for admission to law schools hasn't changed—in the percentage of those holding degrees and then graduate degrees and now some doctorates and so forth. To gain admission has been a matter of some concern. This is under review.

**Mr. Wardle:** Do you think we may hear something about this within the next few months?

**Hon. Mr. McNie:** We have heard something. We had hoped that there might have been more advances made than there were. Some of the people whom some regard as being more advanced and enlightened had made some proposals, having to do with shortening the education programme, that we hoped would have been accepted more enthusiastically by the law profession.

One of the things that they were discovering was that insistence on four years in the honour course wasn't always working to the advantage of the law profession. Some of the best students couldn't take that much education; they wanted to get on with learning how to be lawyers.

**Mr. Singer:** At present, Mr. Chairman, there are seven law schools in Ontario. There used to be only one in my time and there are now seven. They are probably going to graduate some 400 lawyers this year. I think about 40 per cent of the admissions for those law schools for the next term, starting in September, will be from second year university, and the balance will be graduate people.

**Hon. Mr. McNie:** The schools have been accepting this. I said the profession itself.

**Mr. Singer:** Yes, the average is that about 40 per cent of the admissions have two years of university.

**Hon. Mr. McNie:** Yes.

**Mr. Singer:** At one stage the law school, Osgoode Hall, used to admit matriculates.

**Mrs. Campbell:** Yes.

**Hon. Mr. McNie:** That's right.



**Mr. Singer:** In fact my father got into law school as a matriculate. But then they did away with that.

There's a big argument within the profession about articling. There is a report before the Law Society recommending doing away with articling. Many lawyers, including myself, feel it should not be done away with.

**Hon. Mr. McNie:** That's been deferred.

**Mr. Wardle:** Now, Mr. Chairman, I—

**Mrs. Campbell:** Well, it should be done away with if you don't give equal chances at articling.

**Mr. Wardle:** Mr. Chairman, I understand that to be admitted to the faculty of law there is a test required. This is an American test, I think, coming from Princeton. I wonder whether this puts Canadian students at some disadvantage when they are answering American questions possibly in a Canadian way. I think this has been brought to your attention before.

**Hon. Mr. McNie:** Yes, we've had the same question before.

**Mr. Wardle:** For instance, take the way we spell honour. If you spell it "our" instead of "or" would that be marked incorrectly on an American test? There are similar things; I mention that as one word.

**Mr. Gordon:** This was a matter of some concern a year or two ago and a study was undertaken conjointly through the Service for Admission to College and University and the law schools themselves. They examined it in detail and reported.

I'm going from memory of a year or so ago but I believe that the report indicated quite clearly that there were no overall overriding detrimental effects that being Canadian would have in that particular test. The type of test that it is was such that the percentage of spillover, if I could use that term, was very small indeed. Bearing that in mind and bearing in mind that the large majority of the people writing the test for admission to Ontario law schools are Ontarians or Canadians and that they're being measured against each other, their conclusion was that it had virtually no steering effect on the admissions. The relative costs of preparing such a test for the number of people involved were so high that it was looked upon as being worthwhile from their standpoint.

**Hon. Mr. McNie:** This was true, I might add also, in the medical area where it was estimated it would cost up to \$1 million to prepare an equivalent test and to process them. Whether or not that's a high figure, I'm not prepared to say. The important thing was that there was recognition on the part of the professional bodies on either side of the border that this interdependence was useful, particularly having regard to the fact that so many of our lawyers and so many of our medical people and other professional people went to the US to get graduate degrees.

**Mr. Wardle:** My concern would be that no Canadian student would suffer because he or she is writing an American test. Now I have your assurance that this is not so.

**Mr. Singer:** Mr. Chairman, I had occasion to look at that test quite recently; my son just finished writing it. I was very interested because it was the first time I'd seen it. I saw nothing wrong with it. It's a complicated system of grading and marking and as was said, they're in competition with each other. The essence of the test is not to produce high marks but to produce a basic intelligence across the board, sort of gradients in comparison with everyone else. He survived it reasonably well. I could see nothing wrong with it.

**Mrs. Campbell:** What kind of a test is it?

**Mr. Singer:** It runs for 30 or 40 pages of yeses and noes—

**Hon. Mr. McNie:** It's not a psychological test. It's an intelligence-type test.

**Mr. Wardle:** May I pursue my—

**Mr. Singer:** There's a time limit and you've yeses and noes and "choose one of the four things that apply" and so on.

**Hon. Mr. McNie:** I think it recognizes something that we have to as well, whether or not we like it, that a lot of these professions are of an international scholarship type. As long as we're satisfied that our own people aren't being disadvantaged I don't think we should be overly nationalistic.

I think we have to have that kind of an assurance though. I know when the question came up in the House with regard to the tests for those seeking admission to the medical course at Western, I spoke to four of the top people in our schools and there was no hesitance on the part of any of them to recommend the test.

**Mr. Singer:** It's only one of the criteria—

**Hon. Mr. McNie:** It's only one component of many components that are entertained in—

**Mr. Singer:** The substantial criterion for admission to these law schools is the academic record of the applicant.

**Hon. Mr. McNie:** That's right.

**Mr. Wardle:** Mr. Chairman, on what basis are grants given to bilingual education? You mentioned that in your statement.

**Mr. Chairman:** Mr. Wardle, I think the next vote of \$500 million is the one that covers grants to universities and related organizations and we can get into the whole grant structure in that particular vote. Transfer payments is almost the entire vote.

**Mr. Wardle:** If I may quickly mention the next—it may or may not be here. Foreign students in Ontario universities—I'm thinking of people who may come here from other countries to attend Ontario universities. Is their tuition fully paid for by the federal government?

**Hon. Mr. McNie:** No. The only student whose tuition is fully paid for by the federal government is the one who comes under CIDA. Such students represent a very nominal number of the students. I forget what the percentage is, exactly but it's a very small percentage. The rest of the students who come to us as visitors or immigrants pay the same fees as naturalized Canadians.

**Mr. Wardle:** In certain courses, again I mention law and medicine, are certain places set aside for students coming from other countries?

**Hon. Mr. McNie:** I don't think there are quotas in any of these areas. I know that in medicine and in law a disproportionately large number of the students are naturalized Canadians. Can you speak to that? Have you got any figures?

**Mr. Gordon:** Yes, I have some figures on the citizenship of students.

**Hon. Mr. McNie:** What particular area? Are you interested in the medical area? For instance, we can give you the medical figures. The member for Windsor-Walkerville (Mr. B. Newman) was asking the other day about the medical figures.

**Mr. Gordon:** I think it's important to differentiate between Canadian citizens, those who come as landed immigrants and those

who come on student visas. A student visa holder is expected to return to his own country when he has completed his studies. The landed immigrant declares that he's coming to Canada. He may come prior to enrolling—generally he does—and he is planning to make his life in Canada and is regarded in all other senses as much the same as the Canadian.

**Mr. Wardle:** Is he expected or required to meet the same standard as a native?

**Mr. Gordon:** Yes, indeed.

**Mr. Wardle:** That's why I wonder if there's a quota system. If there are 200 places available, do you set aside, say, 20 or so for foreign students in that particular category and who come as landed immigrants?

**Mr. Gordon:** To my knowledge this is entirely up to the institution, but generally speaking they are measured against those who are applying. That is one of the reasons, I believe, why you find in the universities with respect to medical schools that 86.8 per cent of those enrolled are Canadian citizens and nine per cent are landed immigrants. This means about 95 per cent are either Canadians or landed immigrants. Only a few are student visa holders and others.

**Hon. Mr. McNie:** They are always people with very high qualifications.

**Mr. Wardle:** Well, the ones who are sponsored by the federal government, of course, would be in that category.

**Mr. Gordon:** They would be in that category of other visas.

**Mr. Wardle:** Do they come on the basis that when they are finished their course and graduate they go back to their homeland?

**Mr. Gordon:** Yes.

**Mr. Wardle:** Are they required to do so, or could they acquire a status?

**Mr. Gordon:** They are required to—through a recent change in the immigration laws they are forced to leave the country. If they want to come and live here they have to apply from outside the country. Before, many students who came on student visas would enroll, stay here for a year, apply for landed immigrant status and were quite often given it.

This became a matter of some embarrassment all around, I think, because it varied with the local immigration office wherever



the university happened to be located within the country. The practices varied and this was one of the things that was discussed at some length. In fact, referring back to earlier discussions with the council of ministers, it made representation to the federal government—as did others—and this law has been changed. Now, student visa holders must leave the country if they wish to apply for landed immigrant status.

**Mr. Wardle:** I am just wondering about the attitude of their homeland. If 12 people came here and took a medical course and graduated as doctors, and although they are badly needed back home, decide to stay here—what happens in cases of that type?

**Dr. Parr:** Mr. Chairman, I am not trying to divert the argument, but this is a very much smaller number than those who come from other countries as qualified doctors who might well be used in their home countries, but who choose to register with the college in this province and others in Canada.

**Hon. Mr. McNie:** After the other country has funded their education.

**Mr. Wardle:** All right. Well, thanks very much.

**Mr. Chairman:** Mr. Newman.

**Mr. B. Newman (Windsor-Walkerville):** Mr. Chairman, I wanted to ask of the minister if he has an answer to the question that I raised the other day concerning tuition charges to students outside of the Province of Ontario, particularly American students who would enrol in our universities. Are you considering requiring the universities to levy some additional charge so that these students would be treated in exactly the same way as Canadian students are when they attend American universities?

In other words, if the State of Michigan will give reciprocity to our students, are you considering then treating them in the same fashion; or if they refuse, then will you require their students to pay the additional charges to attend an Ontario university?

**Hon. Mr. McNie:** Well, that's what you might call a loaded question.

The answer to your first question is no. We are not entertaining increased fees for students coming from the United States. The equation is not quite as simple as that. You and I discussed this. There is a great variance from state to state and from university to university, in many instances. The fees them-

selves as reflected in our calendars don't necessarily tell the full story. There are other mitigating factors, such as athletic scholarships. In the case of graduate students there are teaching scholarships, which are very attractive—much more attractive than those offered by most of our universities.

Do you have anything you wanted to add to that, Mr. Gordon?

**Mr. Gordon:** The only other thing is that we are constantly reminded by the universities themselves when we raise this question with them of the fact that much of the training of our Canadians in graduate schools, up to very recently, has taken place abroad.

We are indebted not only for that but also, within the country, with our immigration policies for graduates from abroad and so on, and with people who come here and study and enrich the country. So there is considerable concern, lest in attempting to relate in that way, that either we do not show consideration for the very substantial assistance our country has received in the past, or prevent the growth in Canada of people who can enrich the country as well by their presence here. That is another factor, not the sole one. As the minister says, it is very complicated.

**Hon. Mr. McNie:** I understand that it costs a Bostonian as much to go to Harvard, for instance, as it does for somebody from Ontario. You know we have got to distinguish between the different kinds of institutions they have down there, the state institutions and the private institutions.

But quite philosophically though—and I think this is what's important to you—you asked a question as to whether government was entertaining this, and I, speaking for my ministry, say no, we are not entertaining this differential in—

**Mr. B. Newman:** Well, do you think we are being fair with our own students then? We allow the American student to take the placement of a Canadian student in one of our colleges and universities at the same price that the Canadian student has to pay. And when the Canadian student goes across the border, especially in the State of Michigan, he pays a surcharge for attending their colleges and universities. Why shouldn't we charge that same resident of the State of Michigan that surcharge when he attends one of our universities? That's all. I don't think it is that complicated.

**Dr. Parr:** Yes. Mr. Newman said that a student from abroad takes the place of one



of our students, which would seem to imply that there is a limited number of places and this excludes one of ours. I think that part of the record ought to be straightened as I don't think this would be the case.

**Mr. B. Newman:** I can only talk from practical experience, knowing students who have gone to both Michigan State and the University of Michigan—Michigan State, I can speak on with authority—and also Eastern Michigan University, and they have to pay 2½ to three times the tuition charges to go there. I don't think it is really fair. I think that the ministry should be talking with these colleges and universities on the American side that have large numbers of our students and trying to come to some type of arrangement where they would treat our students in exactly the same fashion that we treat their students. That's all I am asking for.

**Hon. Mr. McNie:** Mr. Newman, I might say that I will be interested to know what the select committee on cultural and economic nationalism has to say on this particular issue, because it is one of the things it looked at thoroughly and we were represented, you know, on that committee. We are interested in any input we can get, but we can't be overly influenced by the experiences in one particular area, because that isn't necessarily representative of the total community.

**Mr. Singer:** The deputy minister made an interesting remark which I don't agree with. There are limited spaces—

**Mrs. Campbell:** Sure, there are.

**Mr. Singer:** —in most of the professional schools.

**An hon. member:** In medical schools, for instance, law schools, drama schools and so on.

**Mr. Singer:** Very limited, and my knowledge of it indicates that because of the limited spaces we raise the standards for admission almost every year.

**Dr. Parr:** I think we indicated that certainly in the case of the medical schools the number of students who are not Canadian citizens or landed immigrants is about four per cent, a very small number.

**Mr. Singer:** I was objecting to your statement that there is unlimited space.

**Hon. Mr. McNie:** I know, but he was talking, I think, about such people from other

than these professional areas that you are referring to.

**Mr. Singer:** I suppose in general, by and large, it is on general arts—

**Dr. Parr:** Arts, science, engineering. I think everything except medicine and law.

**Mr. Singer:** Dentistry is very limited. Architecture is limited. Almost any profession that I can think of.

**Mrs. Campbell:** Isn't engineering limited?

**Dr. Parr:** No, there are lots of places for engineers, I am happy to say.

**Mr. B. Newman:** Mr. Chairman, if I may, I wanted to ask a question of Mr. Gordon. He mentioned that we want this enrichment. Surely we want better enrichment than our Yankee friends can give to us? If we want enrichment don't you think that we should look to some countries that could give us a little more enrichment than can our friends across the border? When I look at Detroit, I don't want that murder town enrichment whatsoever here in Canada. I'd like something by far better than that.

**Mr. Gordon:** I was reporting what the universities had told us. They weren't thinking only of the United States but rather of all countries. If you establish a policy for non-Canadians in one area, this is another concurrent problem. You could see the obvious difficulties if we were to establish a fee differential if you came from the United States but not, say, if you came from Great Britain, or western Europe, or, if you want to make it even more difficult, from Asia and some of the other provinces.

**Mrs. Campbell:** Particularly if you have all American professors.

**Mr. B. Newman:** I don't see where the State of Michigan has this problem at all. Out-of-state students pay an extra charge, that's all.

**Hon. Mr. McNie:** How many American students—

**Mrs. Campbell:** They do in California as well and I think in most states.

**Hon. Mr. McNie:** Have you any idea how many American students are registered at the University of Windsor?

**Mr. B. Newman:** I wouldn't have a clue. Dr. Parr could tell you, he's worked there for years and years.

**Dr. Parr:** I don't know the exact percentage but it is surprising—

**Hon. Mr. McNie:** A very small number.

**Dr. Parr:** A very small number.

**Mrs. Campbell:** Wayne State is more and I think a lot go there.

**Mr. B. Newman:** Well, that's quite all right—

**Mrs. Campbell:** A lot go to Wayne State for their special courses that are not available in this country.

**Hon. Mr. McNie:** I think there is a good deal of enrichment in this country and I know you don't intend to get on to an anti-American tack—

**Mrs. Campbell:** No.

**Hon. Mr. McNie:** —but I think that perhaps this aspect is exaggerated so far as the student enrolment is concerned.

**Mr. B. Newman:** Mr. Minister, you should simply talk to Windsor students who have to go and pay the additional tuition charges in Detroit — not Detroit, but Eastern Michigan and Michigan State University — then you wouldn't talk this way at all.

**Hon. Mr. McNie:** It is their own choice to go across the border.

**Mr. B. Newman:** It isn't necessarily their own choice.

**Hon. Mr. McNie:** Why would they want to go across the border?

**Mr. B. Newman:** We will not accept students with a grade 12 education in our Canadian universities. Yet the student can attend an American university with grade 12, come back here and be recognized.

**Hon. Mr. McNie:** He can't have it both ways.

**Mr. B. Newman:** Why can't he?

**Hon. Mr. McNie:** Let's face it—

**Mr. B. Newman:** It only shows that the grade 13 is not relevant, is not necessary. It may add a bit, but we really don't need it. We are just giving them one extra year of education—we are keeping them off the labour market one year longer with grade 13.

**Dr. Parr:** Mr. Chairman, if Mr. Newman is referring to Windsor and the grade 12 ex-

perience, of course at Windsor there is a preliminary year for students out of grade 12.

**Mr. B. Newman:** They are now doing that.

**Dr. Parr:** They have done that for many years.

**Mr. B. Newman:** I beg to differ with you on that, because I had a daughter who went through that problem.

**Dr. Parr:** There has been a preliminary year at Windsor for many years.

**Mr. B. Newman:** They may have done that in recent years. My daughter went to Eastern Michigan University because the University of Windsor wouldn't accept her, and she graduated and was accepted by OCE here. So it is a little different story from what you fellows are telling us.

**Mr. Chairman:** Any other comments on item 1?

On vote 2402:

**Mrs. Campbell:** I have a couple.

**Mr. B. Newman:** I wanted to ask something. The member for York South (Mr. MacDonald) made comments about a sixth medical school. There is no intention of the ministry to set up a sixth medical school in the province, is there?

**Mr. Martel:** Certainly, in the Sudbury area. You are just behind times, that's all.

**Hon. Mr. McNie:** No.

**Mr. B. Newman:** No? None whatsoever, Mr. Minister?

**Hon. Mr. McNie:** None whatsoever.

**Mr. B. Newman:** Not at the present moment, is that it? Or just not?

**Mr. Martel:** You know that is right on the topic I wanted to talk about today.

**Mrs. Campbell:** Go right ahead. It is your turn.

**Hon. Mr. McNie:** As Mr. MacDonald indicated earlier, Dr. Mustard has written a number of reports, and one of the more comprehensive ones recommended that we not open any more medical schools and we are still following that premise.

**Mr. B. Newman:** May I ask you, Mr. Minister, if you are considering maybe using American schools, if it is at all possible, for students living say in the Windsor area, so

they could get some of their training over there—

**Mr. Martel:** How could you turn the tables?

**Mr. B. Newman**—and some of the training in the Canadian schools?

**Hon. Mr. McNie:** How do you reconcile that with the comments you made earlier about the environment across the border?

**Mr. B. Newman:** I'm talking about a medical school now, that's what I'm talking about. I simply mentioned the enrichment you were talking about, or that one of your deputies was talking about, saying that the only enrichment you could get would be from the United States. I think there are a lot of other countries from which you can get far more substantial enrichment by a mix than you can from our American friends.

Have you considered that at all? Have your officials ever studied an international combination of medical schools? Is it feasible at all? Can they foresee problems in the setting up of such an idea?

**Hon. Mr. McNie:** I think I would want to have somebody like Dr. Mustard speak to that, or Dr. Evans.

**Mr. B. Newman:** Well, that is all right, I don't mind at all. Can someone here—are there none of your officials who can come along and give any—

**Mr. Gordon:** The question was, "Has it been considered?" The answer is, "No." So we can't give an answer.

**Mr. B. Newman:** All right. That is all I am asking. May I ask of the minister, then, if he is considering recommending to the Ministry of Education that grade 13 be eliminated completely by absorption, so that four years of a secondary education would be sufficient for entrance into a university? It would just be blank four years, with no need for grade 13.

**Mr. Gordon:** No, the ministry isn't making any recommendations. It apparently has its own opinions about the subject but at the moment this is a subject within the province of the Ministry of Education. I think that there is evidence in the community colleges that a great many students proceed very expeditiously and exhibit a great deal of prowess without having had grade 13.

**Mr. B. Newman:** What has been the experience of the ministry with grade 12 stu-

dents' admissions to our universities? Have they been equivalent to the grade 13 student after one year? And what has the experience been after the four years?

**Mr. Gordon:** The one major study that is being done on this is still under way and the students haven't graduated from their fourth year. That is at Brock University, where they have taken a very select few honour students and allowed them to take a special summer course and then go into the first year. Apparently the results to date have been very gratifying.

If I might be permitted to make another comment about recommendations and length of courses, I think we have, as part of the Commission on Post-Secondary Education recommendations, a need to undertake studies, which we hope to do, about the length of the university courses. The growing tendency, for example, as I was very pleased to hear, is that up to 40 per cent in law are now coming with only the two years. Not more than two years ago at one law school it appeared that 85 per cent of applicants who were admitted had degrees and they were just adding more years in order to get them in, which is a very costly process in relation to even the grade 13 programme.

**Hon. Mr. McNie:** I think I spoke to this question of timing yesterday. This is a subject that I think is going to be increasingly appraised in the years ahead as to just how we can make it possible for students to move along at a pace that is appropriate to their own skills and their capacity to absorb formal education for ever and ever and ever.

**Mr. B. Newman:** Are you considering setting up any three-year degree courses, where the individual can obtain the four years of education in three years?

**Hon. Mr. McNie:** We are not entertaining this as a ministry.

**Mr. B. Newman:** Are you recommending this, then?

**Hon. Mr. McNie:** I think that the universities are looking at these things very hard and, I might suggest, a good deal harder in the last year or so than perhaps previously because of declining enrolments, most of which have been attributed to people dropping out. And they will be making recommendations on these and related subjects to the Committee on University Affairs which, I can assure you, gives them a very great deal



of study, and we will be getting their recommendations.

At the same time, as Mr. Gordon said having regard to the COPSE report, we have our own task force that's looking at the recommendations of COPSE, which also had something to say about grade 13, if you will recall. Do you want to add anything?

**Mr. B. Newman:** Okay, thank you, Mr. Chairman.

**Mr. Chairman:** Any further comment on item 1?

**Mrs. Campbell:** I have a couple of—

**Mr. Chairman:** Mr. Martel.

**Mr. Martel:** Yes, I have just a few brief comments, more of a question.

Mr. Minister, do you determine, or do you leave the universities themselves to determine completely, the medical needs of the province? By that I mean the location of faculties of either dentistry or medicine. Is that left entirely with the Minister of Health (Mr. Potter) in conjunction with the universities, or do you determine it to some degree? I realize you people like to leave the universities completely autonomous, but I am not one of those, I am afraid.

**Hon. Mr. McNie:** No, I think the answer to that is that nobody is left to it. These are joint decisions, and appropriately joint decisions, between the professions and the advisory committees—

**Mr. Martel:** Right.

**Hon. Mr. McNie:** —and the universities and—

**Mr. Martel:** And do you say that the latest reports have been that there should not be a furtherance of medical courses offered at other universities? We shouldn't establish, then, a new university course?

**Hon. Mr. McNie:** I think one of the things that we are looking at is something that your former leader touched on earlier. That is the whole question of delivery of medical services—the extent to which we are going to need doctors.

Right now one of the problems we have is that there are a great many doctors, particularly specialists, that are coming into this country because there is a superabundance in their own homeland, and they are being readily registered through the college. There are those who feel that we are registering too

many people and that this only precludes Canadians from benefitting from what I think are our very sophisticated medical educational services and becoming physicians. This also leads to an over-specialization at the expense of the family physician.

**Mr. Martel:** Right. It is quite an admission though that other countries, less developed than us, less financially affluent than us, would have a surplus of doctors, and yet we in Canada and in Ontario do not have enough to meet the needs.

**Hon. Mr. McNie:** I said a surplus of certain types of doctors—you know, brain surgeons—

**Mr. Martel:** Well, we don't even have enough general practitioners, for God's sake, so—

**Hon. Mr. McNie:** A lot of countries have the same problem.

**Mr. Martel:** Yes, a lot of countries, sure—Mozambique and Uganda and Ghana—if you want to talk about countries like that. I would suspect that most European countries are not in the same state when it comes to doctors as we are.

**Hon. Mr. McNie:** I think that the actual numbers might be more appropriately discussed with the Ministry of Health.

**Mr. Martel:** Oh yes, I just wanted to raise—

**Hon. Mr. McNie:** I realize that in the north country the number of people being served by individual doctors is something—you were just going to get to that?

**Mr. Martel:** Now we are coming to the real point. That's a problem.

**Hon. Mr. McNie:** And something less than to be desired. But on average, if I may say, we fare very well.

**Mr. Martel:** Oh yes, in Hamilton, and in Toronto and—

**Mr. E. P. Morningstar (Welland):** Welland too.

**Mr. Martel:** So? In Welland, you have sufficient? But you don't have sufficient in northern Ontario in terms of numbers.

I met with some doctors on the weekend and they don't have sufficient facilities, they tell me, for going back to take refresher courses. It's not as convenient as a doctor in Toronto who could run over to the university

a couple of times a week to take a refresher course. Our doctors can't.

**Hon. Mr. McNie:** We agree, as a government, that there aren't enough doctors in the north. Through various means they have tried to encourage doctors and dentists to go to the north. They haven't been very successful in some of their approaches, but again, I think that this is something that I would prefer the Minister of Health to speak to.

I don't think the location of another school up there is going to solve the problem. They will just do what they are doing in so many other areas—head south when they finish their education.

**Mr. Martel:** No, I would suspect you are wrong and I would suspect it for a very good reason. I know in my own profession we have done some checking and in places where we have done the checking we have found there is a tendency for the teachers to stay in and around the area from the type of facility or the location they graduated from. It's obvious. I have talked to many young people from my own area, who, once they have come to Toronto for six or seven years, tend to marry someone from Toronto and there is a great reluctance to go back north. The solution to the problem is to put a facility in northern Ontario where, in fact, they would extend—

**Mrs. Campbell:** They might marry the wrong person—

**Mr. Martel:** Well, they might want to marry someone that's southward—

**Hon. Mr. McNie:** I thought that we touched on that earlier—that the satellite development was a natural extension of service into the north to make these clinical and teaching facilities more available to students in the north country.

**Mr. Martel:** Yes, but I am talking about a full faculty of medicine where we, in fact, meet the needs of northern Ontario for a change. We have always had the leftovers from this government. In fact, it is like the forgotten land up there. The only time you come there is when you want some more natural resources, the rest of the time you just shaft us.

It seems to me that there is talk, isn't there, of another faculty of medicine? I would be willing to wager that the next one that is built will be in Kitchener.

**Hon. Mr. McNie:** How much?

**Mr. Martel:** There are the rumblings that I get back. I understand that the various insurance companies are very anxious to have it in the Kitchener-Waterloo area. The fact that some of their headquarters are there might have some determining factors.

**Hon. Mr. McNie:** I can tell you there aren't many communities of any consequence that we haven't had representation from.

**Mr. Martel:** Yes, but the problem is you have got four down here already in this particular part of the banana belt. You don't have any in northern Ontario, and that is probably the most underserved area in the province.

I understand it takes 15 years before you would get your first graduate out if you were to start a new medical school? About how long?

**Dr. Parr:** I am just trying to recall the McMaster experience. You mean from the moment the first brick is laid?

**Mr. Martel:** From the moment you start to plan it until you eventually get down to the bricks and the mortar and get the first graduating class out. About how many years?

**Dr. Parr:** About 10.

**Mr. Martel:** About 10. So we are talking about 1983 if we started to plan today.

**Mr. B. Newman:** It depends upon the results of the elections.

**Mr. Martel:** Right, there might be something there. The point I make is if you are going to do it, if you are really serious about meeting the needs of northern Ontario you would be starting to plan it now, because it takes 10 years from the planning stage to fruition. It is obvious to me that it is just more window dressing—all these outposts and flying people in. What a lot of nonsense! You people in southern Ontario would not accept us flying some doctor from Moose Factory down to Toronto to operate on you and having to wait until he could get here, but our people can put up with that sort of nonsense, can't they?

This government has never been able to meet the needs. We have to rely on others as 50 per cent of the doctors coming into this province today are European or foreign doctors. We don't even turn out half our own needs. To me, that is a bloody disgrace. You pompous people can sit and talk about all you are doing for this province. I want to tell

you in this field, you have been remiss. It's all platitudes and niceties.

You won't even support clinics in northern Ontario. They have to go out and build them themselves because this government won't fund them. And you can tell us about services to people. You just don't give a damn about people in the north, and you never have. I want to make that as frank as possible.

**Mr. Morningstar:** Oh, Mr. Chairman, I don't think that is right.

**Mr. Martel:** Don't you come and tell me about it.

**Mr. Morningstar:** Mr. Chairman, I don't think that is right.

**Hon. Mr. McNie:** You'll just wind him up, Mr. Morningstar. We recognize that there are special problems in the north and we have been trying, not as successfully as you or others would like, to remedy some of these problems. I think that Dr. Mustard and some of his people have made some very useful proposals, and we are trying to implement them. I don't think the answer is another McMaster medical centre in Sudbury or the Soo.

**Mr. Martel:** But you needed one for McMaster, though, didn't you? Yes.

**Hon. Mr. McNie:** I didn't comment.

**Mr. Martel:** The government of Ontario did, let's put it that way. You needed another one—where? In southern Ontario. But you didn't need one in the north, did you?

That is the way the game always rolls, doesn't it? Always. That is the way the cards come out. Another one for southern Ontario. Another this, another that, another transit system, a billion for them, anything goes, as long as it goes to the banana belt?

Up there? We just can't—there are all kinds of reasons, and everybody rationalizes why it shouldn't go there. That is the usual bunk that we hear but you could build one. The one at McMaster just opened up, how long ago was it?

**Hon. Mr. McNie:** A couple of years ago.

**Mr. Martel:** A couple of years ago, yes. You had one already then at Queen's and you had one at the University of Toronto and I believe you had one at Western.

**Hon. Mr. McNie:** It is serving a region that extends from Owen Sound through to Niagara Falls.

**Mr. Martel:** Right. You know, Mr. Minister, it is just like the schools for the deaf. You just built a third one. You have one in Milton and you have one in Belleville, and now you are putting the third one, where? London. And we transport our kids 1,250 miles and you can rationalize. You know, you need another one here, the showpiece, London. Everything goes.

I have been advocating a school for the deaf for four years, but it doesn't go to northern Ontario. In fact, you can't even get sufficient funds to fund the boards to the same \$6,000 a year they are funding for students in Belleville.

**Hon. Mr. McNie:** Without intending to—

**Mr. Martel:** I know. There is always the rationalization, Mr. Minister.

**Hon. Mr. McNie:** No, no, but we are not. If I may suggest, Mr. Chairman, the schools for the deaf just aren't in the area of post-secondary education.

**Mr. Martel:** I just make a comparison.

**Hon. Mr. McNie:** We have got a great many items here that are akin to your heart and we can deal with them.

**Mr. Martel:** All I am saying, Mr. Minister, is whenever we talk about any of these issues we can always rationalize for southern Ontario. If you had a school of medicine in Toronto, in Kingston and the third one at Western, tell me why did you have to have a fourth one then at McMaster? If you are rationalizing for the needs of the province, the entire province, there are over a million people in northern Ontario.

**Hon. Mr. McNie:** I am trying to suggest that it was serving several million people in a belt that runs from Owen Sound down through to the Niagara Peninsula.

**Mr. Martel:** How many million? There are seven million people in Ontario now—seven and a half? You have four million in southern Ontario; one million in the part of the country from where my friend the chairman comes. There are a million people in northern Ontario, but we have no medical school. There are five in southern and eastern Ontario for another six million people, a million each. You could rationalize that there weren't sufficient doctors in the south, as opposed to what we have in the north.



The only point I am trying to make, Mr. Minister, is you can rationalize it as each of your colleagues do. When it comes to rationalizing, you do it because you have got the population and you have got more bloody seats.

No matter if all the members from northern Ontario were of one party, it wouldn't make a tinker's damn difference, because there are only 15 seats and you really could lose the whole bundle and still form the government, couldn't you? That is the real issue. There are more people down here to satisfy.

**Mr. Chairman:** Mrs. Campbell.

**Mrs. Campbell:** Mr. Chairman, I would like to add my voice to that which has just been talking to us. It arises out of my own experiences with my family up in Sudbury and the difficulties about doctors there. I can appreciate that the delivery of service is not necessarily related to a school in an area. It does seem to me that if you cannot get a doctor there by appointment, if you come from other parts of the province, unless you get your own doctor to recommend. If you have a doctor and he recommends, then you can get to see a doctor. There is something radically wrong with this.

There is a tendency for young people who go through medicine in Toronto, or wherever, to stay there because as a rule, as they say, that's where the money is. That is where you make a lot of money—

**Mr. Martel:** Your friend from Sudbury here.

**Mrs. Campbell:** —and particularly if you are there in a specialty. And I do think there is a real point here and I would like to see it considered.

**Hon. Mr. McNie:** Mrs. Campbell, a couple of points in regard to Hamilton Medical Centre, for instance. A substantial portion of the students have indicated at the interview level on admission that they are going to be general practitioners and the other point is that they undertake to go into the areas that you are speaking about and to stay for a period of time—and preference is being given to students actually coming from these areas.

**Mr. Martel:** A four year honours student from Laurentian and a graduate in biology didn't make it in the field of dentistry twice—two years running—with an average of 75 per cent at least.

**Mr. Laughren:** And you cut out the bursaries.

**Mr. Martel:** And I'll give you his name Dan Bazinet. They tried for two years to get him in. What priority?

**Hon. Mr. McNie:** If you like, I would be glad to get you figures. The figures would indicate—

**Mr. Martel:** I tried to get some information on that from your predecessor.

**Hon. Mr. McNie:** I can get you information on what has happened at McMaster, as far as the distribution of the students throughout the province is concerned.

**Mrs. Campbell:** The other thing that I would like to comment on is that I really have quite a hangup about the idea of limiting students in the professions. Perhaps it is my Presbyterian background, but I tend to believe—as the English do in law—that you sort yourselves out. You may not be a good lawyer after you are through, but you soon find it out.

But in a lot of cases, some of the best people in the professions have been people who have not been particularly good students at the high school level.

I am depressed at this attempt to limit students, because I think that people who have this type of education should have the opportunity to go through and then surely they may be disciplined by their own association.

I question this whole move and I would like to see it considered further and particularly to open schools where we don't have them so that there is a real concern expressed both in the general practitioner and in the specialist that that person will likely remain in the area in which he has grown up. I think there is a really important issue here.

I would doubt that you would have too many people coming from other countries going into law, because so many of them are not common law countries, but there is always the possibility, I suppose.

Another thing that I would like to raise here, and I don't know where else to raise it, is this whole question of the influence on the students in our universities of people other than Canadian, particularly in the cultural areas—the arts, the humanities. I am of the opinion, having gone through clashes with the university people, that this has been very useful in keeping women out of the professional teaching part of the university.

Don't you have anything to say to the universities about this, about all these special

priorities, all these special compensations? Why don't we just try to ensure that so far as the humanities at least are concerned, that we do have Canadians as the deans and the heads of the departments?

This government has never shown any real interest in developing resource material for the decent teaching of Canadian history, presumably because we haven't been interested. It seems to me that in all these areas this ministry should have some kind of a thrust.

**Hon. Mr. McNie:** I think our thrust was indicated a number of years ago under another minister when we wrote to the universities and indicated that we thought, as you say, there were certain areas where it was appropriate, where—and it wasn't in all universities; it was only some universities—there appeared to be a disproportionate number of professors and—

**Mrs. Campbell:** Deans.

**Hon. Mr. McNie:** —deans—not as many deans as it turns out as people thought, as a result of the studies that were conducted by the universities; by the recent economic cultural and nationalism committee. They were encouraged to change their hiring practices so that not one person but a committee, the representative committee, was involved. They were encouraged to advertise. And taking into account the earlier circumstances which promoted what I regarded as a disproportionate number in some of the post-secondary institutions, I think if it hadn't been for the declining rate of enrolment, there would have been a greater improvement than there has been shown to date, although there has been an improvement.

Frankly, I am not as disturbed as some at the fact that we have American professors or professors from England in large numbers. I am more concerned with the quality and the integrity of the people who are here.

**Mrs. Campbell:** They don't teach Canadian history very well, either one of them. We had Professor McInnis when I was at university, an American. I think we should perhaps think in terms of our country at large and at least ensure that those of our young people who wish to might be exposed to their own culture, their own history, taught by people who understand their history and their culture.

**Hon. Mr. McNie:** I don't think anybody would basically quarrel with this.

**Mrs. Campbell:** Isn't there some way that you can actively do something? Were you

aware that at the University of Toronto when the issue was raised about women at the university, they were most anxious to have women but regretted they didn't have enough washrooms?

**Hon. Mr. McNie:** No, I wasn't aware of that.

**Mrs. Campbell:** Is it possible you might try to see what could be done about it?

**Hon. Mr. McNie:** I will speak to the gentleman in charge of our architecture to see what can be done about that particular item. Without being facetious, I think that the problem—

**Mrs. Campbell:** That is the usual facetiousness with which it is phrased.

**Hon. Mr. McNie:** —is a good deal more basic than that.

**Mrs. Campbell:** It is an insulting sort of an answer.

**Hon. Mr. McNie:** What?

**Mrs. Campbell:** That this is the kind of reason that a university can give. I don't think it should be treated lightly.

**Hon. Mr. McNie:** I don't think Dr. Evans gave you an answer to that sort of a question, seriously.

**Mrs. Campbell:** Do you wish me to bring you a transcript?

**Hon. Mr. McNie:** I don't think he was being serious. I think that the subject, which has been touched on earlier—

**Mrs. Campbell:** I didn't suggest it was Dr. Evans.

**Hon. Mr. McNie:** —is one that I think again is going to take some time to remedy and I think people are working at it. I have been very impressed with the strides that are being made within our own government in trying to address itself to correcting what were some inequities.

**Mrs. Campbell:** Your own government is taking an active step with arbitrations to reverse the picture, so don't give me your kind of superlatives.

**Hon. Mr. McNie:** It isn't going to be easy. You know why it isn't going to be easy. You have been part of the scene long enough to know.

**Mrs. Campbell:** I certainly have. I know that the only woman arbitrator can no longer sit as an arbitrator as a result of your government's action, so I am very interested in the philosophy of this government.

Could you tell me anything about the medical school programmes? Are these left entirely to the medical schools? I am thinking of the increasing problem of tropical diseases and how it is being coped with in this country. Have you addressed yourself to this or do you have anything to do with this kind of a programme in the medical schools?

**Mr. Gordon:** That has been discussed more with the Ministry of Health. We haven't been directly involved with that type of problem.

**Mrs. Campbell:** All right.

**Mr. Chairman:** Shall item 1 carry?

**Mr. B. Newman:** I want to ask the minister, under item 1, how far the department has gone into the studies concerning an open university, so that we could maybe reach the stage where university construction can be a thing of the past and students will be able to receive their degrees in certain disciplines with only partial attendance at the university. The concept is based essentially on what some of us saw over in England when we went there with the committee on utilization of educational facilities.

**Hon. Mr. McNie:** I think the minister himself has gone on record a number of times as being very supportive of the concept of the open university or open academy, whatever you want to call it. It was a strong recommendation in the interim COPSE report; it was repeated in the final draft and we are receiving representations from various groups now as to how they feel about it and how they feel it should be implemented.

As a result of your visit in Britain you will know that they had one kind of an experience and other jurisdictions had other experiences.

**Mr. B. Newman:** Are you giving it any detailed study at the present time?

**Hon. Mr. McNie:** Absolutely.

**Mr. B. Newman:** How far advanced are you in your studies?

**Dr. Parr:** It and other sections of the report of the Commission on Post-Secondary Education are being studied by the ministry. The whole open sector is one of these. We are currently putting together our views on this with the inputs we are receiving from,

for example, the Committee on University Affairs, the Council of Regents and other bodies who are getting in touch with us, and it is most actively under discussion.

**Mr. B. Newman:** Is Ryerson radio station going to have anything to do with your concept of the open university?

**Hon. Mr. McNie:** Obviously, is one of the elements that are being entertained. They have been doing some experimentation and, I think, some very good work. Some of their own people don't attach as much importance to it as others, but they have been doing some interesting work.

They have one course in psychology, as you know. They had something in the order of 23 full-time equivalent students registered in the course, and as with any course that is innovative, they have built up certain costs. Is there some query on my figures?

**Mrs. Campbell:** No, I wanted to raise it, but I thought it would come under grants. Is this the right vote?

**Hon. Mr. McNie:** It could come under grants. We're being very informal.

**Mr. B. Newman:** I've got it under programmes.

**Mr. Chairman:** Quite frankly, I have an idea that this whole vote really is interrelated and it is very difficult to divide, so I'll just leave it and see, but I think you should continue.

**Mr. B. Newman:** Well, I brought it up under programme administration seeing that it would have to be a policy decision on the part of the government as to whether they are going to go into the open university system, as we found in one other jurisdiction that I know of, and I would assume that it is more common in the USA.

**Hon. Mr. McNie:** We don't know exactly what form it's going to take, what jurisdiction it's going to land in, if any.

**Mr. B. Newman:** You're not cooling on the idea are you, Mr. Minister?

**Hon. Mr. McNie:** No, absolutely not. All I'm doing, obviously is hedging, because—

**Mr. Martel:** That is the same as cooling.

**Mr. Foulds:** This is the first time I have heard a minister say he is obviously hedging.

**Mr. Singer:** He is not the first minister to have hedged.



**Hon. Mr. McNie:** —there are different views, as you know from your visit to England as to how it can best be done, and we are entertaining all of the viewpoints, as you would expect us to do.

**Mr. B. Newman:** How long will it be before we can expect some type of a decision on your part, to either abandon the concept or go forward with it?

**Hon. Mr. McNie:** Oh, not too long.

**Mr. B. Newman:** Oh, not too long, Mr. Minister, depends on whether it's the life of a fly or the life of an elephant, or something of that sort. How long do you think, Can you be specific, now?

**Hon. Mr. McNie:** No, I can't be that specific at the moment, no.

**Mr. B. Newman:** You haven't a clue then, is that it, Mr. Minister?

**Hon. Mr. McNie:** I might have a clue, but I can't share it with you at the moment.

**Mr. B. Newman:** Are you afraid to come along and inform us as to when we can expect—

**Hon. Mr. McNie:** We are still waiting for reports, and as I indicated earlier, we expected the COPSE report back last—I was telling people "within a couple of weeks" last November—and actually it was delivered in March. We've been expecting the Diamond report for about a year and a half, a year anyway, and now they've told us it would be August before we can expect it. The people working on it are working very hard, as are the various people who are involved in this, and under very difficult circumstances. One of the things we want to be sure of is that we do it right, because if we don't do it right there will be a lot of people who will tell us so.

**Mr. B. Newman:** I am only worried that you are going to have studies of studies, and in turn study those results before you make up your mind, Mr. Minister.

**Mr. Laughren:** We don't have the select committee report.

**Hon. Mr. McNie:** We can't promise that we will do away with studies.

**Mr. B. Newman:** This has been our experience in the past.

**An hon. member:** But you don't have to do anything about it.

**Mr. B. Newman:** Well, can we expect that by this time next year the ministry's mind will have been made up as to whether it intends to proceed or abandon the concept of an open university system?

**Hon. Mr. McNie:** Yes.

**Mr. B. Newman:** I will accept that, then. Thank you, Mr. Chairman.

**Mr. Foulds:** It depends on the member for Oshawa (Mr. McIlveen).

**Mrs. Campbell:** Could I ask if we can be advised at what point in the conference the gentleman from England is going to be addressing the conference on the open-college programme in England? Are we invited to participate or to be present? Pardon me, I shouldn't talk about participation.

**Hon. Mr. McNie:** I thought all the members received a copy of the programme. They were supposed to have received a copy.

**Mrs. Campbell:** I may have, but with what I get every day it may still be on my desk.

**Hon. Mr. McNie:** I can understand that. People keep on saying to me, "We gave you the answer to that."

**Mrs. Campbell:** In any event, I should like very much to hear what he has to say.

**Hon. Mr. McNie:** It is 10:15 to 11:15 a.m., on Tuesday. That's next Tuesday in the Hart House Theatre. The title is "The Open University Versus Closed Minds." How's that?

**Mrs. Campbell:** Yes.

**Mr. Laughren:** On one side will be the ministry and on the other side will be the people.

**Mrs. Campbell:** When we discuss what Ryerson feels, apart from the obvious problem that hasn't been resolved because I was in Peterborough, is it not a fact that the feeling at Ryerson is that the open-college programme is something which should be attributable to one college or university, but which should be run as a direct government of Ontario project? I must say that I have great reservations about it because I hate to see another propagandist radio station operated by government.

**Hon. Mr. McNie:** What was the other one?

**Mrs. Campbell:** We will be dealing with that later. Is that not what they are saying, rather than that they don't put a high priority on it?

**Hon. Mr. McNie:** No. Maybe one of the alternatives obviously is doing what you are talking about. The other alternative which is being entertained and which we are pursuing right now with responsible people in the university and community college field in this area is the possibility that they might jointly approach it. There are a number of alternatives being actively explored right now.

**Mrs. Campbell:** What is the situation as of now with that programme? Where is it going? How long is it going to continue? Do we know?

**Hon. Mr. McNie:** It is in the hands of the Ryerson people at this particular juncture. They received their funding. We indicated that we felt that the funding was adequate to take care of this particular programme, if they placed a high enough priority on it. That is where it stands as far as they are concerned.

**Mrs. Campbell:** If, in fact, one is concerned about the programme continuing until some decision can be made, I suppose one has to look at Mr. Gordon's department at the university and the information services as a means of finding funds for this. Is that the situation?

**Hon. Mr. McNie:** I can't speak to where you will find the funds, but I think it is one of the problems they have. I might add they are not without parallel. There are other institutions which haven't received as much

press or as much attention in the Legislature that have had problems just as acute. I have coped with them, I think.

**Mrs. Campbell:** Ryerson has not been forced to maintain the services of any person at any particular level because of any relationship to this government? They could make the decision and not lose anything?

**Hon. Mr. McNie:** Absolutely.

**Mrs. Campbell:** Thank you.

**Mr. Chairman:** Shall item I carry?

**Mr. B. Newman:** Mr. Chairman, I will allow it to be carried if the minister will provide after the supper hour the answer to Mr. Haggerty's question on the order paper, which I had asked about in my first comments in these estimates; that is, his inquiry of the minister as to how many foreign students, etc.

**Hon. Mr. McNie:** I promised to have it for you, and you will have it. It's right here if you want it.

**Mr. B. Newman:** Good enough.

**Mr. Chairman:** Item 1 carried?

Item I agreed to.

**Mr. Chairman:** We will proceed with item 2 at 8 o'clock.

It being 6 o'clock, p.m., the committee took recess.

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# Legislature of Ontario Debates

## STANDING COMMITTEE ON SUPPLY

Estimates, Ministry of Colleges  
and Universities

Chairman: Mr. S. B. Handleman

OFFICIAL REPORT — DAILY EDITION

Third Session of the Twenty-Ninth Legislature

Tuesday, June 5, 1973

Evening Session

Speaker: Honourable Allan Edward Reuter

Clerk: Roderick Lewis, QC

OFFICE OF THE SPEAKER  
PARLIAMENT BUILDINGS, TORONTO  
1973

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(Daily index of proceedings appears at back of this issue.)

## LEGISLATIVE ASSEMBLY OF ONTARIO

TUESDAY, JUNE 5, 1973

The committee resumed at 8:05 o'clock p.m.

ESTIMATES, MINISTRY OF  
COLLEGES AND UNIVERSITIES

(continued)

On vote 2402:

**Mr. Chairman:** The committee will please come to order.

**Mr. V. M. Singer** (Downsview): This vote has an awful lot of dollars in it—\$500,230,000. I would hope that the minister has a reasonable explanation for every penny of it.

**Mrs. M. Campbell** (St. George). He should.

**Mr. Singer:** His predecessor asked for \$465,000 and only spent \$372,000. No, the year before they spent \$372,000. How much did you spend last year? Two years ago they spent \$372,000. Last year you asked for \$465,000. How much did you spend?

**Mrs. Campbell:** Probably all on reorganization, and they won't be able to find it in one of the items anywhere.

**Mr. D. H. Morrow** (Ottawa East): Twelve million was the differential—

**Mr. Singer:** Pardon?

**Mr. Morrow:** Twelve million was the differential in 1971-1972.

**Mrs. Campbell:** What's \$12 million? Don't tell me that's your next line.

**Mr. Morrow:** No, I didn't say that.

**Mr. B. Newman** (Windsor-Walkerville): Pad the estimates, Vern.

**Mr. Singer:** I am sorry I asked such a tough question.

**Mrs. Campbell:** They'll tell you it's all a matter of reorganization.

**Mr. Morrow:** Spent about \$450 million, \$452 million.

**Mrs. Campbell:** Personally, I don't know why they don't ask for a billion, they don't

know any more what they are doing with that than they do with this.

**Mr. Singer:** Are you getting that figure for me, Mr. Minister?

**Hon. J. McNie** (Minister of Colleges and Universities): We are working on it.

**Mr. Singer:** Oh, good!

**Mrs. Campbell:** Do they know they are working on it, that is the point.

**Mr. A. P. Gordon** (Assistant Deputy Minister, Universities Division): We are working on it.

**Mrs. Campbell:** See, I told you. They are reorganizing.

**Mr. Singer:** They are working on it, I think we'll just pause, because I want the enormity of this kind of figure to sink in.

**Mr. Chairman:** Perhaps while we are waiting for the information—the minister didn't get an opportunity to read his introductory remarks which give us more background.

**Mr. Singer:** I wouldn't stand in the way of the minister's introductory remarks. By all means read them, Mr. Minister.

**Hon. Mr. McNie:** As a matter of fact, the one, actually included the reference to the—as a matter of fact—

**Mrs. Campbell:** I suppose Hansard is picking all this up, so we'll get it all, because I can't keep up with it.

**Hon. Mr. McNie:** About six per cent up on last year.

**Mr. F. Laughren** (Nickel Belt): That's what you call a hiatus.

**Mr. Singer:** Oh, good!

**Mr. Gordon:** Four hundred and sixty-four million.

**Mr. Singer:** You spent \$464 million last year. So you are asking for a very modest increase of \$35 million this year. I think these



figures are just so enormous that they deserve something more than cursory examination.

My eye was caught by an article that appeared in the *Globe and Mail* on Tuesday, May 29, by one Michael Keating, who fascinatingly enough came across a publication prepared by a gentleman named J. Douglas McCullough, who I understand is present with us, or has been present with us in the past. Yes, there he is. And interestingly enough, too, the publication prepared by Mr. McCullough somehow didn't get distributed to members of the Legislature. It appeared in the government bookstore, where it was available for sale at \$5 a copy and an enterprising reporter dug it out.

A copy is being made available to me. It's going to be analysed and I hope to read it within the next few days. But I haven't had that opportunity yet. I don't really know if Mr. Keating's article is a fair comment on what Mr. McCullough said. But there are a number of quotations here, Mr. Minister, that are in parentheses, and presumably Mr. Keating, the reporter, has quoted them correctly. I thought the record might benefit a bit by reading some of these quotes into it.

For instance, Mr. McCullough is quoted as having said:

It was expected that the universities would make every attempt to preserve their funds for as long as possible by economizing as much as possible.

The article says of one attempt at government-university cost sharing: "Unfortunately this did not prove to be the case." That, again, is in parentheses.

At another stage, Mr. McCullough is quoted as saying in his report that:

Construction cost comparisons per gross square foot with non-university buildings indicate that in all the years from 1965 to 1970 the average construction cost per gross square foot of university building was consistently higher than all the selected types of commercial buildings indicated except for the prestige office buildings, movie theatres and hospitals.

Above all, what caught my eye were certain comments relating to the Roberts Library. The minister was a little disappointed that we'd gotten this far in the estimates without having mentioned the name of Mr. Davis, and I promised him that we would. While this building bears the name of Mr. Davis's predecessor, it was built under the aegis of Mr. Davis.

Hon. Mr. McNie: Thank you.

Mr. Singer: I think that whatever praise or blame attaches to this particular enterprise must reflect on Mr. Davis. Let's see what Mr. McCullough is quoted as having said about this building.

One of the most controversial university buildings is the Roberts Library at the University of Toronto. According to the report, it is one of the "projects causing most perturbation."

According to Mr. McCullough, "it is our cathedral. Possibly it will be considered our Rheims or our Notre Dame and we will be glad it was built to last for ages."

Then there is the editorial comment by Mr. Keating, "he adds hopefully." The article continues:

He indicated it will also be the last of its kind built by this government, for the modern philosophy is to put up structures that are easy to modify or even tear down in a couple of decades, just like an office building.

Apparently Mr. McCullough goes on to compare costs, and apparently there was no limit on the cost or the moneys that were going to be given to these universities.

When the universities made the fatal mistake of asking for too much money back in 1968, the government started intervening directly.

In one case, says Mr. McCullough, a university asked for \$85.60 a square foot to erect a huge social sciences building. Government analysts replied that they would have to stay within the recently imposed \$55 limit and within two weeks the university was back with the price of \$56.85.

A rather marvellous bit of legerdemain, I would have thought. Mr. McCullough goes on to draw a comparison about a building that was built through a private source, through a private foundation. The article says:

About the only kind words for university builders in the 464-page document are about a mining engineering building erected by Queen's University in Kingston. [Then in quotes again.] "Since the project was privately funded, there was a necessity on the part of the university to live within the limited budget. The university required the consultants to live within the budget established or redesign the building at no extra cost to the university."

Government estimators say this is 62 per cent below the cost of engineering projects in the same year.

So really, the message out of that, Mr. Minister, is that it can be done.

Under the guidance of your predecessor, the present Premier (Mr. Davis), it seemed that nothing was too good for education and nothing was too expensive. We have to wonder—when you come to us today asking for \$500 million, substantially for capital costs—

Hon. Mr. McNie: No, no!

Mr. Singer: All right, it is \$422 million for grants to compensate for municipal taxation; \$5 million in debentures and \$72 million for instalments for principal and interest. One has to wonder how many more Rheims cathedrals or how many more Notre Dame edifices you are really going to build to enshrine the name of the Premier's predecessor in history for all time.

Frankly, I suppose the subjective judgement about the Robarts building is one of the determining factors. It looks to me like a monstrous fort that has no real purpose, no real beauty and no real aesthetic charm.

Mrs. Campbell: Empty space!

Mr. Singer: And lots of empty space!

It is built in a completely weird design. It is built for some reason in a triangular shape. Whoever designed it failed to realize that books are oblong, rectangular and that you could store more books in a rectangular kind of a building than in a triangular-shaped building. Therefore, I am told by architectural friends of mine that there is tremendous waste space in that building.

One wonders what we do when we come to churn out a figure like \$500 million for the year 1973-1974. Do we just take away these figures and add them up on an adding machine and say: "Put that in the estimates"; and it really doesn't matter? In the meantime we close hospital beds; in the meantime we berate those poor municipalities in Metropolitan Toronto and have them cut back on their standard of education for pre-school children, for additional services and so on. But the important thing is, apparently, that we have these new and grand monuments to the glory that once was or is about to have been was, the Tory party, because that glory is fading.

Mr. B. Newman: Right!

Mr. Singer: And the sort of example we see is when we look over in the direction of the Robarts Library, which really is a monument to stupidity.

Mr. R. Haggerty (Welland South): He'll have a hard time going to Fort Lauderdale.

Mr. Singer: Why should we have taken so much of our money and put it into that building which apparently, well according to Mr. McCullough, who is an architect, is designed to last absolutely forever. Why is that done? And why does there appear to be no control by this department and by this minister's predecessors, Davis and Robarts, over this kind of expenditure? It escapes me—completely escapes me. I am sure, when placed in context with all of the other things that we hear about in the budget—all the necessity for cutting back. We cut back on some things; we cut back on aid to public schools—

Mrs. Campbell: Little people, little people!

Mr. Singer: We don't cut back on—well expense allowances for cabinet ministers, that doesn't get cut back. But we seem to cut back on all sorts of tiny, petty, aggravating but important little things—but we have an increased figure of \$500 million.

Now could you tell me, Mr. Minister, to start with, whether or not the government or this department believes it should have any control over the moneys that are spent by universities, or are we going to go back and hear about the importance of university autonomy? Because after all, the Premier used to say it and Robarts said it, the Premier said it more forcefully: "You wouldn't expect me to control the independence of a university?"

And that independence seemed to go with putting a great big hand into the public till. What real advantage have we had, the people of Ontario had, from these architectural monstrosities?

And Mr. J. D. McCullough, who is still a civil servant, and I suspect a reasonably good one because he wrote a frank report—and he is an architect, I understand, by qualification—at least had the courage to set it out in his report.

The government wasn't that proud of it that it did in the normal course of events distribute it to members of the Legislature or make it reasonably obvious to the press. It was only because an enterprising newspaper reporter bothered to dig it out and bothered to write about it.

I would like to know what real idea of economy, of control, you are going to have. We are not going to get our money back out of that Roberts building; but what was the efficacy of it, what benefit, really, did that kind of an expenditure provide for the people of Ontario? How much money did you spend on that Roberts building?

**Hon. Mr. McNie:** Can I answer—you have asked a good number of questions, Mr. Singer.

First of all, you asked for an assurance that we are not going to spend a great deal of money unnecessarily on buildings this year.

Surely the statement we made in November in the House when we announced the capital moratorium, which was well known to anybody who has got a university or a community college in their constituency—because most of them began knocking on our door since—was exactly that. It meant there would be no more building this year.

The only building that's continued has been the building that was already into the ground at the time the moratorium was announced. The amount of money that is set up right now for capital purposes, which will only suffice to complete buildings already in hand, is not a great deal more than we spent on the Roberts Library.

**Mr. Singer:** How much money was spent on the Roberts Library?

**Hon. Mr. McNie:** About \$38 million.

**Mr. Singer:** \$38 million!

**Mr. B. Newman:** How about the total?

**Hon. Mr. McNie:** About \$15 million less than was spent on the National Arts Centre in Ottawa.

**Mr. Singer:** Well, first of all we are not here discussing the estimates of the federal government.

**Mr. R. S. Smith (Nipissing):** Even more than Ontario Place.

**Mr. Singer:** And second, one would think that a building representing the whole of Canada would be a little more important than a building representing one university designed to enshrine the name of a former great leader of this government.

**Hon. Mr. McNie:** I would be very happy to call on Mr. McCullough to answer some of the questions imposed. Would he like to enter the fray?

**Mr. J. D. McCullough** (Assistant Deputy Minister, Cultural Affairs Division): Yes, Mr. Singer, first of all it should be remembered the library is not for the University of Toronto alone, but is for the Ontario university system. So all the universities in the province own a piece of the Roberts Library. So it's to serve the graduate students—

**Mr. Laughren:** Sudbury students?

**Mr. McCullough:** The graduate students in the humanities and the social sciences for the total province. I think the main thrust of the article, perhaps, was missed in the comments.

In 1968 the universities were asked to project their building needs as they saw them. You must push yourself back to the 1960's and realize the situation then when there seemed to be hoards of students to come all through the sixties and the seventies.

**Mr. Singer:** Nothing was too good for them.

**Mr. McCullough:** And the bill that they presented was so enormous that at that time it was decided that there had to be other limits, other than a cost sharing limit put into effect. That's when the capital formula was introduced.

A survey was made at that time of the cost per square foot; and this is not square foot. It's very dangerous to talk in square foot costs because we must know what a square foot is. In this instance, this is talking about what we call a net assignable square foot cost, including equipment, including furnishings, and including everything.

At that time we made a survey of what the costs had been for the past four years up until that time, reduced it arbitrarily by 20 per cent, and cast it at \$55. It has remained at \$55 since 1969. I don't wish to be too partisan in this, but there is not another building area where the costs have not gone up by at least 25 per cent. In this instance, the unit costs have remained 20 per cent below what they had been until 1968.

**Mr. Singer:** Wouldn't one guess from that fact that maybe building costs were—

**Mr. McCullough:** That they were a little high.

**Mr. Singer:** —perhaps 40 per cent too high to begin with?

**Mr. McCullough:** Perhaps they were a little high, yes.



**Mr. Singer:** Yes, because if everything has gone up and it stayed static, it was obviously too high to begin with.

**Mr. McCullough:** It was obvious that they could build cheaper, yes indeed.

**Mr. Singer:** No, I am shocked, really—

**Hon. Mr. McNie:** Without intending to deter your shock, we have to remember that we are looking at 1973-1974 estimates, and not 1968-1969, 1970-1971 estimates.

**Mr. Singer:** Oh, I know, I know; and—

**Hon. Mr. McNie:** We heard that last year and the year before—

**Mr. Singer:** Over the years it's unfortunate that we've been battering our heads against a brick wall complaining about this kind of cost—and each successive occupier of your position is going to hear about it.

**Hon. Mr. McNie:** No, but surely we have given you some assurance in the form of at least \$100 million cutback in capital expenditures this year that we are serious about getting building costs under control; if in fact they were out of control.

**Mr. Singer:** Well, you have got so many buildings in our universities and our colleges of applied arts and technology you couldn't possibly build any more, because you haven't got any more pupils to put in them.

**Hon. Mr. McNie:** Well, tell some of your colleagues who have been in to see me about necessary additions to some of the buildings that happen to be in their constituencies.

**Mrs. Campbell:** I haven't mentioned Ryerson to you.

**Hon. Mr. McNie:** No.

**Mr. Singer:** No, I mean we hear all—and these have been repeated over the years—these horror stories.

Well, the Robarts Library for instance. Mr. McCullough made a great defence of his criticism. But his criticism was obvious in his book and in his article. I was interested in Mr. McCullough's words, he didn't retract one bit; he was saying things maybe are a little better as a result of it.

**Hon. Mr. McNie:** This wasn't a hidden document incidentally, there was no intention—

**Mr. Singer:** Well, it wasn't boasted about.

**Hon. Mr. McNie:** No, but we would have been criticized—

**Mr. Singer:** It wasn't boasted about.

**Hon. Mr. McNie:** —for making it available at \$5 a copy.

**Mr. Singer:** No, but why wouldn't you have made them available to the members of the Legislature to begin with?

**Hon. Mr. McNie:** I'm not sure that they weren't.

**Mr. McCullough:** I am not sure of the distribution, Mr. Minister.

**Mr. Singer:** Well, I could tell you that one was never forwarded to me.

**Hon. Mr. McNie:** There is no reason why we—

**Mr. Singer:** It completely missed my attention, which is unusual. I would be almost willing to say absolutely that one never was forwarded to me. Most government publications that are not hidden eventually find their way to me. This one didn't. How many copies of Mr. McCullough's report were made up?

**Mr. McCullough:** I am sorry, I am not sure, I have to ask Mr. Peebles.

**Mr. B. Newman:** It isn't a best seller, is it?

**Mr. Singer:** There must have been a great number that the Queen's Printer had available. Did he put them in the book shop?

**Dr. J. G. Parr (Deputy Minister):** There were 2,000, I understand.

**Hon. Mr. McNie:** I can tell you it was a very thick one.

**Mr. Singer:** Yes, I would suspect that.

**Mrs. Campbell:** Is it in both French and English?

**Dr. Parr:** There were 2,000 copies.

**Mr. McCullough:** No, it's just in English.

**Mr. Singer:** And of the 2,000, how many were put in the Queen's Printer bookstore? Nineteen hundred and ninety?

**Hon. Mr. McNie:** The question is, one of the primary distributions was to the universities and colleges themselves so they might benefit from the wisdom to be found in these pages.

**Mr. McCullough:** The primary purpose of the book, Mr. Singer, was to provide professional people in the business with facts about university building. I don't think there is another book, and again I don't want to appear immodest, but I don't think there is another book which has the same sort of data. I think it's data that is very valuable to the building profession.

The fact that you were quoting from the book indicates use made of the data in 1969, and again in 1971, in cost studies, which we prepared for the Committee on University Affairs so it could best judge whether or not the \$55 within the interim capital formula was indeed sufficient. We showed that the \$55 was sufficient, and it still remains sufficient. In 1973-1974 it is the criteria—five or six years later.

**Mr. Singer:** Well, I don't think that is particularly commendatory. I really don't, because that would indicate to me, in view of the increased prices of labour and land and material, and in view of the whole inflationary cycle in our economy, that you were far, far too high five years ago. If you have been able to hold that level, then there was something wrong with your original figure. Now if your original figure was good enough to stand up over five years, think how wrong this \$85-per-square-foot area is.

Now, can you tell me, Mr. Minister, perhaps through Mr. McCullough, whether anyone examined something as reasonably obvious to me, and Lord knows I am not an architect, as to why you should build a library in a triangular form rather than a rectangular form?

**Hon. Mr. McNie:** Maybe Mr. McCullough could answer that question.

**Mr. McCullough:** No, I don't have an answer for that, Mr. Singer. I am not convinced that the rectangular form is the absolutely perfect form for a library because a book is oblong. I don't think one holds true to the other.

**Mr. Singer:** How much waste space is there?

**Mr. McCullough:** The net assignable square foot ratio in that library is, I think, about 60 per cent net assignable to 100 per cent of the gross space, which is—

**Mr. Singer:** And in the ordinary libraries such as the Borough of North York would have built, I think we are awfully close to a

net assignable square foot useable ratio of 90 to 100 per cent.

**Mr. McCullough:** Oh, if you are I would really like to get the plans for that. Net assignable area, Mr. Singer, means the area within a building that can be used for the function of that building. It eliminates corridors, stairs, elevator shafts, machine rooms, janitors' closets, washrooms, all those closets that are not there specifically for the function of that particular building.

The average across North America would be 60 per cent. For libraries it should be a little higher because there is a great deal of assignable space in a stackroom, for example, so it should run around 70 per cent.

**Mr. Singer:** Well, when I used to wrestle with these budgets back on the North York council, we certainly put a top-dollar limit on them. We used to argue with our architects almost interminably. They came in within our ceiling under great protest—almost every square inch that I was able to—

**Mr. McCullough:** Yes.

**Hon. Mr. McNie:** Mr. Singer, I know that it has been misleading to suggest that the government accept the first estimates of the institutions. I know for a fact that in the case of at least two buildings I was familiar with for a number of years before I came down here, that the original costs presented were far higher than actual costs.

**Mr. Singer:** All right. Let's specifically ask questions about the Robarts Library. When the governors of the University of Toronto came in with the figure for the University of Toronto library, what was the figure they came in with?

**Mr. McCullough:** The original estimate of the building, I think, was about \$10 million higher than the one that was finally agreed to.

**Mr. Singer:** And what was the process that was used to cut it down from \$48 million to \$38? How was that done?

**Mr. McCullough:** I am not quite sure, Mr. Singer. That was left to the university.

**Mr. Singer:** Yes. What was the purpose of comments you made when you were talking about Ontario's Rheims or Notre Dame? Weren't they a bit sarcastic and sort of a query as to whether or not we had to build in that grand style for a university library?

**Mr. McCullough:** It was an expression of my opinion of the philosophy that was extant

at the time—in the 1960s. I think there was a different attitude towards university education at that time than there is now. I think that the system was riding high, and I think everybody in this room thought, as we all did, that universities were—

**Mrs. Campbell:** Important!

**Mr. McCullough:** Very, very important! And they are; very, very important to the welfare of the province, in my opinion. And I think that was just probably a play on words, because it has often occurred to me that the attitude in the 1960s was similar to the attitude towards churches in the Middle Ages.

**An hon. member:** That's all!

**Mr. McCullough:** And I did not say our cathedral, I said their cathedral.

Might I say another word, Mr. Minister, about the effect the Robarts Library has had on the entitlement of the University of Toronto, or will you?

**Hon. Mr. McNie:** Well, I was just going to say it. No, you go ahead, you say it, because I was going to say that, too. Of all people, they wish they hadn't spent—

**Mr. McCullough:** The \$55, Mr. Singer, was implicit in the interim capital formula, and that \$55 determined an entitlement for every university. Implicit in that \$55 was a utilization and space inventory based on projected enrolment. That the university had elected to build the Robarts Library at such a cost severely crippled its entitlement for a period of three or four years. It had to get that enrolment. Before it got any more money, it had to make up the amount of money it had spent on the Robarts Library before it could build any other sort of building. In other words, the university elected to spend funds that way. Do I make myself clear?

**Mr. Singer:** I hear what you are saying, Mr. McCullough. There is a paragraph in here—it's not in quotes, so it may or may not be accurate—but Mr. Keating says:

He indicated it will also be the last of its kind built by this government for the modern philosophy is to put up structures that are easy to modify or even tear down in a couple of decades, just like an office building.

Is that a true expression of your thinking?

**Mr. McCullough:** It's a comment I made to Mr. Keating. I suggested that perhaps our

attitudes, and I say all our attitudes, have changed towards university buildings in the past 10 to 15 years. I think as we entered the 1960s people had an image of universities being stone buildings covered with ivy, and they were there forever. I think changes, technological changes, have been so immense and so fast in the 1960s that we now have a different attitude towards them.

The change is so great that it's perhaps wrong to build for more than 20 years. Perhaps we should only be building for 10 or 15 years, on a portable basis almost. I used the word, "perhaps" in my interview with Mr. Keating. He didn't include it.

**Mr. Singer:** Well, let me make one observation. I refuse to share with you the collective responsibility when you say "all our attitudes, and all our decisions and all our opinions." Let me make it clear that to my mind this was not all "our"—this was Davis, this was Robarts, and this was this spend-thrift government.

I guess there is no way really, that we are going to get any of that \$38 million back for the people of Ontario. That is gone. But can you give me, Mr. Minister, some kind of breakdown for this \$500 million that you are asking for? Let's see where that is going and what kind of controls you're exercising over it, bearing in mind the oft-repeated caution that both Davis and Robarts used to give us when they held your portfolio, that one must recognize that: "Universities are independent; and we, the government, wouldn't want to interfere with them."

**Hon. Mr. McNie:** Most of this is made up of operating costs. I'll ask Mr. Gordon to deal with the detailed figures.

These operating costs, as you are aware, up until this year were based on a formula because of a decline in the rate of growth, which is predicated on enrolment. This year, an overall decline in one or two of the institutions, we adopted a slip-year. This meant that the formula entitlement would be based on the current year enrolment—that is this year up to the end of March—with a BIU increase, the very nominal BIU increase. So that's really what you're talking about.

**Mr. Singer:** I'm not sure what all those initials mean. All I can see is that from \$464 million you are going up to \$500 million.

**Hon. Mr. McNie:** Well, that is the basic income unit.



**Mr. Singer:** If you were able to use advance intelligence such as Mr. McCullough was talking about, you would have been able to strike a rate that was constant for five years. You are going up, even though you tell us you are cutting back. You are going up by \$35 million, which is, what, about eight per cent?

**Hon. Mr. McNie:** It will be up six per cent this year overall.

**Mr. Singer:** Isn't 35 out of 464 eight per cent?

**Hon. Mr. McNie:** Our overall expenditures are up six per cent this year.

**Mr. Singer:** Yes, but \$35 million out of \$465 million is eight per cent, give or take a quarter of a percentage point.

**Hon. Mr. McNie:** Are you speaking as though the whole \$500 million is capital?

**Mr. Singer:** No, I am just taking your last year's figure which you searched out for me at the beginning. You said you spent \$464 million under this head last year.

**Hon. Mr. McNie:** Right!

**Mr. Singer:** Now you are asking for \$500 million, which by my quick and inaccurate mental arithmetic process, seems to be an increase of \$35 million. Again, by my inaccurate mental arithmetic process, that looks like a shade under an eight per cent increase. You have been telling me, with all these initials, that you are tightening up. Now, if you are tightening up, why have you got an eight per cent increase?

**Mr. Gordon:** Part of it is in grants to compensate for municipal taxation, for instance.

**Hon. Mr. McNie:** I would just as soon you give him the total figures, Mr. Gordon.

**Mr. Gordon:** As we indicated in the early statement—and you will recall in our statement to the House—the grants to compensate for municipal taxes went from \$25 to \$35, up to \$50. That is one of the items involved there.

**Mr. Singer:** Yes. Tell me how you work out an eight per cent increase in this time of great economy?

**Hon. Mr. McNie:** How we worked it out?

**Mr. Singer:** Yes.

**Hon. Mr. McNie:** Actually, what you will have to do is take each one of the actual universities and take a look at the effect it had on the universities themselves. It varied, for instance, with the number of universities that had professional training. In some of the universities, because of the lawyers and doctors and other professional groups like dentists, there were allowances made for increases. In others we used, as I indicated, the same enrolment base as this year, which was what was recommended by the advisory committee.

**Mr. Singer:** I want something much more specific. I would like to know how you make up your \$500 million in general terms—I don't want every dollar—and how you have got an eight per cent increase which adds up to an extra \$35 million expenditure for this year when you are economizing, when you are cutting back.

**Hon. Mr. McNie:** Actually, you are economizing when you are expecting them to work with those kinds of dollars in the face of the kind of salary increases that we have been entertaining, among other things. Certainly the BIU increase, as a basic income increase this year of 3.4—which is really 3.5 per cent—is not going to take care of what we might consider the normal salary increases. This is why so many of the universities and other institutions have had to effect the economies that they have. Anyone reading the paper would know that all of the universities have had to effect some very substantial economies. How can one argue, unless they are putting a nest egg away, that the money they are getting is not sufficient for their needs?

**Mr. Singer:** My arithmetic is fairly simple, Mr. Minister; if you are telling me that salaries required a 3.5 per cent increase—

**Hon. Mr. McNie:** No, we didn't say that.

**Mr. Singer:** Average?

**Hon. Mr. McNie:** We just said that that was the increase allowed in this basic income unit. We didn't say that it met the salary increases, which are much more substantial.

**Mr. Singer:** All right, that is the increase that you allowed. 3.5 per cent.

**Hon. Mr. McNie:** We had one arbitrator who allowed as high as 10 per cent.

**Mr. Singer:** Fine. How do you add up to an eight per cent increase?

**Mr. Gordon:** Mr. Chairman, if I can give

some examples. The direct grants for operating costs have gone from \$397,673,000 to \$422,000,000. There were two major factors responsible for that increase. One was a 3.4 per cent increase in the basic income unit about which the minister has been speaking; that is a unit cost increase to allow for overall increases in operation of the institutions. This is considerably less, of course, than the consumer price index increase for the period or other related matters, certainly the salary settlements in other areas.

In addition, there was an increase in allowance for part-time students. At the time a year ago part-time students were being weighted under the formula that one course was considered the equivalent of one-sixth of a year's work because normally in the first year arts course, for example, there were six courses. This has changed through changes in curriculum and so on, so we switched it to one to 5.5; this year we changed it to one to five. The ratio for a part-time student is higher now at one to five than it was a year ago and that accounts almost entirely for the increase in that figure from 397 to 422. Under grants for municipal taxation the amount last year was—

**Mr. Singer:** From 397 to 422? That's hundreds of thousands?

**Mr. Gordon:** Millions; from \$397 million to \$422 million.

**Mr. Singer:** Millions?

**Mr. Gordon:** Under grants to municipal taxation last year it was \$3,455,000; it has gone up to \$5,922,000. This was a decision to assist the municipalities, and I think perhaps Mr. Singer is aware of the discussion behind that.

**Mr. Singer:** Yes, but we're talking about a million and a fraction.

**Mr. Gordon:** That's true.

**Mr. Singer:** And an increase of \$35 million in a \$500 million budget.

**Mr. Gordon:** It's not quite a 50 per cent increase. In the debenture repayments, I think it's important to remember that our estimates show only debenture repayments for capital. They don't show the capital allowed in a given year. That comes under the estimates of Treasury and Economics.

Last year the repayments, that is the accumulated debt which must be repaid annually for buildings built over the past 10 or

more years, rose from \$64,525,000 to \$72,308,000.

The only other factor that—

**Mr. Singer:** Can I stop you at this point?

**Mr. Gordon:** Yes.

**Mr. Singer:** Do I understand you correctly—that if there are capital expenditures we won't find them here? They're in Treasury and Economics?

**Mr. Gordon:** That is correct.

**Mrs. Campbell:** It looks as though you don't do your homework around here.

**Mr. Gordon:** Capital is paid under the Ontario Universities Capital Aid Corp. and it is built into the public debt, I believe, and as such it comes under their estimates. All that shows here is the repayment.

In actual fact, of course, the repayment this year of \$72 million is more than the \$65 million that has been allowed for new building in the whole system for both colleges and universities. It is the result of the moratorium on building, which means that government is only supporting the continuation of those buildings already under contract and is a reduction of approximately \$100 million over last year. If that figure had been built in, of course, these figures would have looked different in terms of increase, I believe.

The only other feature that had an influence on this was that the actual enrolment in the universities did go up by 1.5 per cent this year. Of course, with every extra student the university is entitled, under the formula, to receive more funds. That's built into that difference between \$397 million and \$422 million.

**Mr. Singer:** How much is in the Treasury and Economics estimates for capital expenditures in the forthcoming year? New capital expenditures.

**Mr. Gordon:** For our ministry, for both colleges and universities, \$65 million.

**Mr. Singer:** It is \$65 million.

**Hon. Mr. McNie:** It's about a \$100 million less than last year.

**Mr. Singer:** Do you accept responsibility for approving those costs or is that the Treasurer's responsibility?

**Mr. Gordon:** No, he has nothing to do with it.

**Mr. Singer:** He just puts the estimate through? All right. Can you tell us the control system you have over that \$65 million? University X wants a chunk of that; how do they go about getting it?

**Hon. Mr. McNie:** I think I indicated that it was already predetermined, because when the moratorium came down the \$65 was—

**Mrs. Campbell:** It's the same thing.

**Hon. Mr. McNie:** The \$65 million was the amount of money that would be needed to finish off the jobs that already were in hand. That's our best estimate.

**Mr. Singer:** You contemplate no new buildings at all?

**Hon. Mr. McNie:** That contemplated no new buildings at all; that's right.

**Mr. Singer:** How much did you regain by raising university fees; or rather how much did the universities regain? How much additional money came in from students by the raising of university fees?

**Mr. Gordon:** The amount did not raise because that's part of the basic operating income under the formula system. What it meant was the government gave less money than it would have otherwise, under these calculations.

**Mr. Singer:** If it gave less money than it would otherwise have given by reason of the raising of the fees—I'm still lost in the mathematical maze of why you have to go up eight per cent.

**Mrs. Campbell:** They gave them less and they are putting through more students?

**Mr. Gordon:** That was last year. It has nothing to do with 1973-1974. It has no bearing on the—

**Mrs. Campbell:** For graduate students?

**Dr. Parr:** The fee increase affected the 1972-1973 estimates. There has been no increase which affects the 1973-1974 estimates.

**Mr. Singer:** Yes, but each time you have gone up. In 1971-1972 you had \$372 million actual expenditure. In 1972-1973, if that is the year it was affected, you went up to \$465 million, which is just a shade less than \$100 million. And again, by my quick and ready arithmetic, it looks like 25 per cent. So if you were giving them less there, why did you go up 25 per cent then—and now you are going up an additional eight per cent?

What I'm trying to get at Mr. Minister, and I can't quickly follow—

**Hon. Mr. McNie:** I think it was six per cent, not eight per cent, first of all and—

**Mr. Singer:** Well, it's awfully darned close. If you take \$35 million out of \$465 million you are just a shade under eight per cent.

**Hon. Mr. McNie:** No, we are talking about \$422 million as opposed to \$397 million. There is nothing we can do about the debentures. I mean, the instalments on principle and interest—

**Mr. Singer:** Oh, well, if you are going to tailor the figures, I'm looking at your two end figures there. There is about an eight per cent difference between \$465 million and \$500 million.

Interjection by an hon. member.

**Hon. Mr. McNie:** But that has nothing to do with the money that is going to be available to the universities to do the kind of things we are talking about. These are commitments that we are already entered into by way of payments and debentures—the principle and interest for previous buildings.

**Mr. Singer:** My instant and very amateur mathematics leaves me most dissatisfied with the kind of explanations that you are giving. I just don't see how you can preach economy with one side of your mouth and ask for these very substantial figures with the other side of your mouth and try and prove by some complicated formula that you are spending less money.

**Hon. Mr. McNie:** Well, if you add the capital in there—and the capital isn't in there—you would have \$165 million on top of the \$500 million, which would give you \$665 million.

**Mr. Singer:** We are reaping the whirlwind of unrestrained and uncontrolled expenditure in the name of the glorification of Davis and Robarts, which I think was a substantial waste of the public's money over a period of eight or 10 years.

And I don't think that you are really making any improvement. What you are doing is now picking on the least defensible people in our community and making them suffer for this kind of elaborate and uncontrolled and unrestrained expenditure that has gone on in this province over this period of eight or 10 years.



**Hon. Mr. McNie:** As I understand you are talking now about operating expenses, not capital expense.

You are still looking at that clipping in front of you.

**Mrs. Campbell:** That is right.

**Mr. Singer:** I'm talking about all expenditures.

**Hon. Mr. McNie:** No, but we have told you that the capital investment this year is going to be \$65 million and is going to be used to carry out projects that were undertaken last year. Right!

So now we are talking about operating expense, which is the amount of money which is made available to the universities to carry out their needs, as they describe them, in the new year.

**Mr. D. M. Deacon (York Centre):** What are the 1972-1973 figures as compared with the 1971-1972 figures?

**Dr. Parr:** Could I attempt to answer that, Mr. Chairman?

**Hon. Mr. McNie:** Yes, sure!

**Dr. Parr:** With respect to the operating grants—which I'll restrict myself to if I may—in 1971-1972 the actual expenditures were \$330 million. In 1972-1973 they went up to \$396 million. That represented two things. One was an increase in cost per student of two per cent and the remaining increase, the difference, shows the increase in the number of students.

Now at that same time, and this must be taken into account, the fees were raised. And if the fees had not been raised there would have been a difference payable by the government of roughly \$15 million.

Now, from 1972-1973 to 1973-1974 there is the increase which I think we have already dealt with—\$396 million to \$422 million—which Mr. Gordon has spoken of, made up of a 3.4 per cent increase in the BIU, the change in the part-time weighting, but no change in fees—

**Mr. Singer:** You know, I'm amazed, really, at the attempt at justification of this increase in cost when the Minister of Education (Mr. Wells) tells the school boards across the Province of Ontario that for primary school students they can increase 2.5 per cent and for secondary students they can increase three per cent.

And here you are increasing eight per cent.

**Mr. Gordon:** It is 3.4 per cent, by comparable figures, Mr. Chairman.

**Mr. Singer:** Yes, well take \$465 million and \$500 million and it's still eight per cent.

**Mr. Gordon:** I believe, Mr. Chairman, Mr. Singer was speaking of the unit increase per student, and the per student increase this year in these grants is 3.4 per cent.

**Mr. Singer:** No, I am talking very simply about the figures that are before me on page S14 of the estimates book.

One figure is \$465 million and the other figure is \$500 million, and as I say my quick arithmetic indicates—

**Hon. Mr. McNie:** Now we are dealing with the figures on page S15, I think.

**Mr. Singer:** Well, the summary is on page S14.

**Hon. Mr. McNie:** Yes, but you are dealing with an estimate—the actual is over on page S15.

**Mrs. Campbell:** Well, it is the same thing.

**Hon. Mr. McNie:** No, but we are dealing with \$397 million as opposed to \$422 million. These are the pertinent figures, surely.

**Mr. Singer:** Well, I can go on saying it is white and you can go on saying it is black. You haven't explained it to my satisfaction.

**Mr. Chairman:** Are you through now, Mr. Singer?

**Mr. Singer:** I'm through for the moment.

**Mr. Chairman:** Mr. Laughren.

**Mr. Laughren:** Thank you, Mr. Chairman.

The Liberals deal in such a devastating way with "administrivia" that it makes it a tough act to follow. But I guess if you are ideologically-aligned, then you need to hang your hat someplace.

I would like to talk for a few moments about the ministry and its policies towards university grants and the kind of system that the university system then becomes as a result of the kind of grants and the direction that the ministry gives those universities. I was sitting here this afternoon trying to—in my own mind—arrive at a description of the ministry. I had trouble restraining myself; but the descriptions that came to me—and it even occurred to me maybe the ministry should be renamed. I really will be most brief here, but I will tell you what the minis-

try is and then I will explain why. But I want to tell you first the words that describe the ministry so that you know how far I am going to go and that I am not leaving you hanging every time I give you a description.

First of all, it's a mechanistic ministry. It's an arrogant ministry. It's a discriminatory and insensitive ministry. It's an obsequious and an opportunistic ministry. It's an autocratic ministry. It's a bankrupt ministry. It's an elitist ministry. It's a buck-passing ministry. It's a drifting ministry. It's a contradictory ministry. It's a hypocritical ministry. It's a muttering and a puttering ministry. It's a Toronto ministry. And last but by no means least, it's a token ministry.

Now, I would like to explain why I have used those terms, which are not exactly complimentary, but I assure you I had good reasons for using them all.

It's a mechanistic ministry because it has instituted within the ministry and within the university community a preoccupation with BIUs as opposed to any kind of educational philosophy at the post-secondary level, and the only real question at this point is who is going to win, the mutterers or the putterers within your ministry? I will get to that later, as to who I think is winning at the present time. Probably the strongest thing I could say about the ministry is that I do not detect a commitment to making a good post-secondary community in the province.

I called the ministry an arrogant ministry primarily because of the way you treat your advisory committees. I am referring to the CUA and the advisory committee on student awards. I don't know if that is the exact title for them, but the student awards committee.

I called you a discriminatory and insensitive ministry because of several things; one I have outlined previously and I won't go over it again and that's your treatment of women in your ministry and within the institutions. You allow the kind of thing to continue that I have outlined—the lack of direction you are providing to the institutions in the provision of day care centres in the institutions and the lack of funding that you provide for that purpose. You certainly should be showing the way in that area.

I called you an obsequious and opportunistic ministry because I really do think that you are subservient to the Management Board of Cabinet, and that you have really sacrificed the ideal of a good post-secondary institution for what might be called, in your terms I suppose, fiscal responsibility and not to step out of line.

I think also opportunistic because I really believe that you took advantage of what you saw as an anti-student sentiment in the province. It is not only the province. I feel it goes way beyond the boundaries of this province. I think that you took advantage of that with your hike in the fees and by raising the loan portion of student aid.

I called you an autocratic ministry primarily because of the way you deal with the ministries, with no consultation whatsoever. An example was, of course, the way that you applied the bilingual formula without any consultation whatsoever with, for example, Laurentian university.

I called you a bankrupt ministry, but I was referring now not only to the moneys that are involved, even though I believe you spent a quarter of a billion dollars in the last seven years, from 1966 to now, on capital expenditures alone. So you have not been miserly in the past in your capital expenditures. And that is one reason I suppose, that the moratorium came with such a crunch and with so little finesse. And I think you also have provided absolutely no leadership within the colleges of applied arts and technology, which of course I realize we deal with in a later vote.

I called you an elitist ministry because of your policy of increasing the student fees and the loan ceilings. Of course, the really important part of the Roberts Library surely isn't its shape. I don't know whether Mr. Singer would want a round basketball court or what, but I really don't understand why the shape of that library is significant. What is significant to me is the policy of allowing an institution to keep out undergraduate students and the public. That is the really devastating policy in that library, if it continues. And as far as I know that policy hasn't been changed. I would only hope that the students of Toronto—and I say this having thought it through very carefully because I don't want to be making irresponsible statements—but I do hope that the students at the University of Toronto, or as Mr. McCullough intimated, all across the province are going to use it. How much the students in Thunder Bay are going to use it is, I think, a moot question. But nevertheless it is there for the graduate students to use. I hope they will find some way of insuring that that library is not closed to the undergraduates. I certainly have some advice I could give them if they came to me as to how, through guerilla tactics, that library could be opened up, and I think it should be. I think perhaps one should be thankful



there is no moat around it and leave it at that.

I called you a buck-passing ministry for your attitude towards the assistance for part-time students when you blame the federal government for not providing the kind of assistance you require in order to do something meaningful for part-time students. I think you are really passing the buck there and that you have no right to bail out that way.

I called you a drifting ministry because I really wonder where the thrust in this ministry is going to be now? What direction is it going to be now that the capital expenditure boom is over?

Surely something has to move in and take the place of the thrust that was there for the last 10 years and give it some kind of impetus. And you have a beautiful opportunity there to change your impetus, to change your direction, to end this drift that I believe you are in now. The lead-off in these estimates by the minister indicated, to me anyway, that there really still was a lack of direction there and that you were not stepping into that vacuum and providing something dynamic and new and exciting at the post-secondary level. If I sound idealistic I don't apologize for it, because I think if we can't have idealism in our post-secondary field, then what hope is there for any kind of vision?

I called you a contradictory ministry because you have allowed the universities to develop on one location—I mentioned this briefly in my lead-off—and the community colleges to develop in another location. They are very often miles apart within the same community. And now you tell them they must co-operate and they must share their facilities, because you are not going to provide any more money for them. And that when you look at their space utilization factor, you know there is space there they are not utilizing, so they had better get together and use it. The fact that they are 10, or 20, or 30 miles apart doesn't seem to enter your mind. Nor the fact that the facilities one requires are not the facilities that the other one has available. You just tell them to use them. So that is why I call you contradictory.

I call you hypocritical because—that's a very tough word—because I think you are hypocritical in your attitude towards a bilingual policy for Laurentian. I suspect that Ottawa University is going to get by all right because it is an established bilingual

university. But you are truly being hypocritical in your attitude toward Laurentian because you are saying in one sense that you want them to be bilingual, but you have not provided the funds. All you did is restore to them their previously inadequate grant. And that's just not enough.

You are also hypocritical because when it serves your purpose, you will use the COPSE report and say: "Well, the COPSE report recommended this, and of course we are looking at it." But you do that when it serves your purpose only.

You are a muttering and a puttering ministry. I know you have been waiting for this one, Mr. Chairman, because the ministry people, your support people, they putter around with the BIUs, while you mutter about your engineers and what kind of job and direction they are providing to the ministry.

Right now I think, I do believe—and I think this could be a good sign—I do think that the mutterers are winning. I think that's caused particularly by the moratorium.

I called you a Toronto ministry, and that's really probably the second most damning thing, as a northern member, I could say to you—although you may think that is a compliment, I am not sure.

But where is the role of the small universities in the Province of Ontario? Where is the opportunity for those small universities to develop in a way that is different from the way in which the big universities in Toronto develop?

The financing through the formula grant system is set up for the big universities. I think you would probably admit that, too. You establish a compensatory grant system, which is something that the small universities have to beg for.

That is certainly what happened this spring when you applied the BIUs to all the universities. Well, I can tell you, Mr. Minister, what we think about it. We think it is democratic. We think it is simplistic. And we think it's stupid, because it does not allow universities such as Trent, or Brock or Laurentian or Lakehead to be unique in any way.

How can Trent continue to operate the way it was supposed to operate. This government did not carry out a commitment with honour at Trent University. They were told that they could develop with small classes, with teaching instead of lecturing going on; and then they have to beg for a compensatory grant to allow that to happen



for at least one more year with no guarantee that it is going to continue after that.

And you say: "Well, we are fiscally responsible you know, because we don't want them to overexpand. We don't want duplication of courses. We don't want any more new buildings."

But I will tell you that if you destroy what Trent set out to be, then you are going to have costs, too, because you can't put 100 students in a classroom built for 20. There are architectural problems involved with trying to change a university.

I saw that in the community college in Sudbury, too, where it appeared large classes were going to have to be put into seminar rooms that were supposed to house 20 students—and it was going to involve some moneys to change the size of the rooms.

I called you a token ministry for three reasons, really, and I won't dwell on them at this point. One is your attitude towards women, towards the medical schools that we talked about earlier and my colleague from Sudbury East talked about; and your lack of commitment to bilingualism and to problems of educating people in northern Ontario in general—and that applies not just to the universities but it also applies to the community colleges.

Now those are all the names that I have called you and those are the reasons I have used them. Now I would like to ask you some specific questions.

First of all, could we have an indication as to how long you see the moratorium lasting, whether there have been any exceptions to the moratorium, whether you anticipate any, and what criteria you would use? I don't expect you to make an announcement tonight as to which universities or colleges you are going to support, but I would like an indication of what it is that's going to determine whether that moratorium has been broken.

There are a number of institutions in the province that are very concerned. They feel they have been not answered in a specific kind of way. They wonder what's around the corner for them and whether or not, if they start a project this summer, they could finish it next year and count it as a capital expenditure then.

They wonder what rules you are going to apply to breaking the moratorium. You may not wish to use that term, "breaking the moratorium", but at least can you say if you

are going to allow them to spend some money on buildings?

**Hon. Mr. McNie:** I think Cambrian is well aware of our position and exactly what the restraints are.

**Mr. Laughren:** Up to this point, I agree.

**Hon. Mr. McNie:** We have had enough discussions with them—

**Mr. Laughren:** Up to this point, but I am talking about looking ahead. What can the institutions look to?

The second question I want to deal with is enrolment projections. When I go through the enrolment projections, I am somewhat confused by the different kinds of figures. There are so many ways today of expressing enrolments in the institutions. There is the full-time equivalent, the actual number of students, the full-time students versus part-time students who are counted as full-time equivalents and so forth. I am sure the minister is aware of all those.

I came up with some figures, but I don't quite know which ones are accurate—and they come from his ministry. For example, in the green book that he handed out at the beginning of the estimates—and I use Laurentian as an example because I am familiar with it—in the green book it is stated that in November, 1972, there were 2,390 full-time students enrolled at Laurentian, while the total enrolment of all the universities in the province was 174,007 in 1972.

Then, when I look at another figure from your ministry, the anticipated actual full-time enrolment at Ontario universities in 1972-1973—this was on Nov. 15, 1972; and I believe there is a possibility that the figures could change in the other month or so—that figure totals 135,014 full-time students.

That's one example that confuses me. What is the actual enrolment—let's forget about Laurentian for a moment—what was the actual enrolment you used for universities in 1972-1973? I wonder if you could find that? I can wait for a moment or go on if you like while somebody works that out.

The other figure, perhaps more important, is the very intriguing prediction for 1973-1974. The estimate put out by your ministry of official projections for 1973-1974 is 136,527, and I am wondering if you could bring me up to date on that figure; if that really is the most up to date figure? Those are the only ones I really wanted to check.

**Mr. Gordon:** Would you like to deal with the enrolment question now?

**Mr. Laughren:** Whatever suits you, sure.

**Mr. Gordon:** I appreciate the member's difficulty, Mr. Chairman, in the matter of enrolment figures, because we get a series of these over the year. We also have the problem of relating full-time equivalency on the part-time student, the kind of thing I try to explain in terms of change in grants.

**Mr. Laughren:** Would your quantitative friends refer to it as a five-year running average or something like that?

**Mr. Gordon:** Well—

**Mr. Laughren:** They must have some way.

**Mr. Gordon:** At a given point in time we do have the amount we actually pay grants on, which I think is a pretty fixed amount for historic purposes. In 1972-1973 that grand total was \$121,003.05; and for provincially-assisted—leaving out the church-related—it was \$114,357.04, with \$6,646.01 being church-related.

I apologize! that's undergraduate. I'll have to give you the total. I'm sorry, I thought I had. For 1972-1973 the figure \$134,131.05 is the grand total, less \$7,146.01 for church-related, leaving \$126,985.04. All right. Now I don't know whether the figures you are referring to included the church-related, and it depends on the purpose for which you are using it. If you are talking bodies, these are full-time students.

**Mr. Laughren:** Including church-related.

**Mr. Gordon:** Well, then it would be \$134,131.05 for the grand total in 1972-1973. The corresponding latest figure that we have for that, for 1973-1974 projected, is \$136,438.00.

**Mr. Laughren:** The figure 408 was the last—

**Mr. Gordon:** The figure we have today is 438.

**Mr. Laughren:** Because it's almost impossible to just look up a simple figure on enrolment.

**Hon. Mr. McNie:** In all fairness—

**Mr. Laughren:** I know it's difficult.

**Hon. Mr. McNie:** It's a very complex subject.

**Mr. Laughren:** Right!

**Hon. Mr. McNie:** If you have any doubts about it talk to your confreres in Manitoba and Saskatchewan, because they have consulted with us on this subject a number of times and they are very impressed as a matter of—

**Mr. Laughren:** That's why they are still in trouble.

**Hon. Mr. McNie:** They are very impressed with the way in which we have been able to handle it.

**Mr. Laughren:** Could I look at Laurentian for a moment?

**Hon. Mr. McNie:** Yes.

**Mr. Laughren:** One figure they use for full-time in your green book is 2,390; and then on the full-time enrolment for Ontario universities in the figures from your ministry there is 2,022. Now that's almost 400 difference, which is really strange—it's a very significant number.

**Mr. Gordon:** Shall I give you a third one?

**Mr. Laughren:** Yes, give me a third one.

**Mr. Gordon:** I have it as constituent university, and then Huntingdon, Thornlow and the University of Sudbury—

**Mr. Laughren:** All together? All around?

**Mr. Gordon:** Unfortunately—

**Mr. Laughren:** I am sorry, the total is—

**Mr. Gordon:** Excuse me here—

**Mr. Laughren:** The total is 1,904.

**Mr. Gordon:** I am sorry. What was the figure?

**Mr. Laughren:** Well there are two—1,904 and 2,022.

**Mr. Gordon:** Well our actual for 1972-1973 was 1,961; and I have to add these together again to give you the projected.

**Mr. Laughren:** I don't think we should dwell on that in the estimates.

**Hon. Mr. McNie:** What is the point you are trying to make? You are having trouble reconciling some of these sheets, because as I recall these sheets, each one of them points out that these figures are taken at different points in time and—

**Mr. Laughren:** Yes.

**Hon. Mr. McNie:** And to take into account you suggest full-time and part-time equivalents.

**Mr. Laughren:** I'm suggesting to you that there needs to be some kind of rationale, because the layman has a right to understand figures that the ministry works with—and I don't think he can.

**Hon. Mr. McNie:** Well, speaking as a layman, I can sympathize with your dilemma; but I've found that with these figures, if given enough time to consider them, that you can comprehend them.

**Mr. Laughren:** What increase are you counting on in university enrolments this fall? What percentage?

**Mr. E. W. Martel (Sudbury East):** Down!

**Mr. Gordon:** In grant, on the grand total 1.7.

**Mr. Chairman,** I wonder if it would be helpful—this is historical information up to 1971-1972, but we will put out the 1972-1973 as soon as we have collated it. I think these are the final figures for the years that were actually used in the actual payment of grants and can, I think, be relied upon as well as anything to be consistent from one year to the other. At least you know that the figures we publish this year match those that were there the year before.

**Mr. Laughren:** It's partly a problem of aggravation. I was making a very complimentary speech to the ministry, to a group here a while ago, and I was trying to use some figures in it. Very simple figures of what enrolments had been over the past few years. I couldn't find any that were consistent. That's why I bring it up.

I would like to go on with something else though. I just hope that it can become a little more rational in the future. I don't want to get accused of dealing with administrivia, because I do have other things to hang my hat on, Mr. Chairman.

I would like to talk briefly about the foreign faculty problem in our universities. I was looking at some figures indicating the citizenship of full-time teaching staff in Canadian universities and colleges in 1971-1972. And, for example, in the field of education—let's deal only with the faculty from the United States because I think that's the critical area. I'm not worried about the faculty from Germany, India, Pakistan, France, the UK, or

Belgium. In education, 14.3 per cent were from the United States; fine and applied arts, 28.8 per cent; the humanities and related areas, 19.9 per cent; mathematics and physical sciences and related areas, 22 per cent.

Now I've selected certain ones that are abnormally high, but it does point out what the 85 per cent quota people have been saying—that they're high in the very sensitive areas. I'm not for a moment associating myself with any kind of quota to be applied to faculties in our post-secondary institutions. I don't agree with that. I don't think it's necessary, I think we can get around it by insisting that all chairmen and deans, and presidents I might add, be Canadian citizens; and that those people who are not Canadian citizens now be given time to become Canadian citizens if they wish to remain on faculty.

I would like to have, perhaps in a few moments, a comment from you as to what direction you see yourself going in that respect, aside from waiting for the report of the select committee on economic and cultural nationalism.

I wonder, too, if you could indicate to us where we go from here with the BIU grant system. Are we going to continue to deal with the financing of the post-secondary institutions with the traditional BIU formula, or do you see the need now, since enrolment has levelled off, to find another answer?

And the last thing I would suggest to you, Mr. Minister, is that we go back to the old system where you line up at Queen's Park. That's certainly not what I'm suggesting.

If I had the answer I would give it to you right now, but I don't have it. I'm not suggesting that you should have the answer with you tonight as to where you go from the BIUs. What are you working at to try to come up with some kind of rational way of making sure that the universities are not cut back needlessly; or using a sledgehammer when a much more sophisticated method should be used to control the costs within them and to make sure they're operating efficiently while at the same time being fair and letting the small universities continue.

I would also like as firm or as specific a statement from the minister as possible concerning bilingualism.

**Mr. Martel:** Oh yeah!

**Mr. Laughren:** I keep going back to that one because I think it is absolutely critical if we're going to build a university in Sudbury that's different. Indeed, if we're going to have a university there that justifies one



of its basic aims from the time of its inception, we have to do something about the bilingual programme.

And Laurentian itself recognizes the need that something be done. They are very specific and they put out a very comprehensive report called "Planning for Tomorrow." Perhaps some people in your ministry have seen it.

Anyway they point out that at the present time in Laurentian. In 1961, sorry, the English language section of the university accounted for 65 per cent of the total enrolment and the French language section for 35 per cent. That was in 1961. In 1972 the English language section accounted for 85 per cent, while the French language section accounted for only 12 per cent. So, during an 11-year period when enrolment in English language courses increased about 10 times, the enrolment in French language courses increased only three times.

One of the reasons this has happened, of course, is not because of a lack of interest by the French-speaking community in the Sudbury area, but because the university couldn't offer the breadth in programmes with the available financing to ensure any kind of comprehensive bilingual programme at all.

It just didn't have the finances to do it. And it has come up with a number of proposals, a number of goals, concerning bilingualism. I would like to indicate to you what four or five of them are. And I would very much like to know whether you disagree with any of the key objectives.

1. To create within the university a milieu where each linguistic group will feel at home in its own language and culture.

2. That all members of faculty and staff will have attained in five years complete proficiency in one of the two languages and a good reading and writing knowledge of the second language.

3. That all university officials and staff dealing with public in university community on day-to-day basis will be able to speak, read and write both English and French.

4. Hiring of bilingual personnel will be encouraged in the future. Where unilingual professors are hired, the university will require the professor to become bilingual before permanent employment is given to him.

5. That the university stand the cost for a special programme for the learning of second languages. This will be done through the granting of study leave and providing of emergent courses.

These are objectives the university would like to see realized. I can assure you, and I am sure if representatives were here they would say, too, that they can't do it by themselves. The university has got to have some help and there's got to be a commitment that it is going to be supported, even when enrolment is small. I know it is difficult to promise to offer a programme regardless of enrolment, but if you are serious about a bilingual commitment, I don't think you have any choice.

If you decide you can't give full government support, then you are leaving yourselves wide open to the accusation I made against you earlier, that really you're giving only a token commitment to bilingualism. And I hope you decide that you will make a firm commitment to it.

I would like to know, as well, what it is—and I come back to this one because it is extremely important—what it is you think you can do to change the present method you have of hiring, promoting and appointing of people in your ministry—and to boards, and commissions—that discriminates against women. Where do you see yourselves being able to change the present system so that we don't have the kind of tokenism I outlined the night of my lead-off?

I would hope the change would be not only in the appointments the Lieutenant Governor in Council makes, but that there would be some direction given to the institutions themselves, as to where they should be going.

If you leave it up to the group which is making appointments now, that self-perpetuating system will never be changed. I think you have to provide the leadership or the whole system will never change. As part of the power structure in this province, I can appreciate the fact that maybe you don't want to see very much change. But I think in fairness to the institutions and to the people of the province, you have to make a commitment. Thank you, Mr. Chairman.

Mr. Chairman: Mr. Minister?

Hon. Mr. McNie: Does anyone else want to speak?

Mrs. Campbell: Yes.

Mr. Martel: Yes, but I would like to hear the answers.

Mr. Chairman: I think it would be better to complete Mr. Laughren's remarks and then carry on, provided there is no repetition of the same thing.

Mr. Laughren: Fine.

Mr. Chairman: Have you a reply to Mr. Laughren, Mr. Minister?

Hon. Mr. McNie: Well, I find a number of contradictions to some of the comments Mr. Laughren has been making.

Mr. Martel: Oh, never!

Interjections by hon. members.

Mr. Laughren: I hope you outline them. I hope you indicate what they are.

Hon. Mr. McNie: He shows great concern for the arrogance the ministry has shown toward the Committee on University Affairs. I'll let the former chairman of the Committee on University Affairs speak in reply to this.

But the committee, to deal with the reference you made to bilingual grants to Laurentian, recommended the five per cent formula for bilingual grants, which was accepted. It was corrected by the ministry because it didn't, we felt, do justice to Laurentian.

We've had a number of conversations with Laurentian in connection with their bilingual programme. I understand that report—or maybe you can correct me—has not yet been approved by their senate. But be that as it may, we're committed as a ministry to improving the bilingual programme at Laurentian.

We've asked the president—and I indicated this to you on Friday—to give us what he considered to be a programme that would make this a feasible thing to accomplish, because it isn't quite as simple, as you know, as simply funding. It's the question of getting some of these French-Canadian students in Sudbury interested in actually pursuing their courses in French rather than in English. They're working at it and we're looking forward—

Mr. Martel: Could I ask the minister a question?

Hon. Mr. McNie: —to getting the recommendations from Laurentian and we'll deal with them; first of all through the committee and then as a ministry.

Mr. Martel: May I ask the minister a question?

I don't know how the committee that recommended a five per cent funding for a bilingual institution really felt that it would satisfy the needs—and allow anything to move ahead with an increase of five per cent.

I'm sure the minister must agree with this. When you're operating a dual university, as they are up there in the sense of two languages, and it's an emerging university at the same time, in fact, the costs have to be considerably greater. And to suggest that five per cent would be adequate, well, as the minister is aware, it meant \$200,000 to Laurentian; and fortunately the minister himself saw fit to immediately escalate that back to its original position.

Hon. Mr. McNie: About \$500,000, which is nothing to sneeze at even at that. With the relatively small enrolment of that particular moment and with the problem of still developing a viable French language course and programme, it's stretching it.

Mr. Martel: But certainly the whole thing that was against the development of a viable course was the budgetary constraint itself?

Hon. Mr. McNie: I think that's an understatement. There are other problems at Laurentian, which I'd just as soon we don't get into.

Mr. Martel: Oh, right!

Hon. Mr. McNie: And of which you both were aware. The fact is that here have been great improvements made in the management at Laurentian and we're hopeful they are going to be able to introduce a programme at Laurentian that is just as every bit as bilingual as the one at Ottawa, and every bit as successful. We're working to that end. We're committed to that end—whether you believe it or not.

Mr. Martel: Well, we're not suggesting for a moment that we don't believe it.

Hon. Mr. McNie: Certainly Ed Monahan, the president of Laurentian, believes it, anyway.

Mr. Martel: Well, certainly in just watching the minister as he increased that grant rather rapidly when it was drawn to his attention, it's quite obvious that he intends to do it. But nonetheless, we have five French high schools now which are going to turn out a good number of French students, and we simply have to have the wherewithal to do that job. We watch with interest the government's performance.

But I come back to the original position on the committee's recommendation of five per cent.

**Hon. Mr. McNie:** You asked if you could have a question. I'm not quarrelling with your question, but we don't want to lose site of the original interjection.

**Mr. Martel:** But I wonder how the committee arrived at five per cent.

**Hon. Mr. McNie:** Perhaps the deputy could speak on how they arrived at the five per cent.

**Mr. R. S. Smith:** Particularly in light of what it is at the primary and secondary levels. The differential is eight per cent for French language instruction.

**Dr. Parr:** At the beginning, of course, the University of Ottawa was very concerned about its bilingual grant. It felt that in proportion to that which other institutions were getting, it was too small. A very careful survey was made of the costs of bilingualism by Ottawa and presented to the Committee on University Affairs. That particular year, the year before this one, an ad hoc arrangement was made. A subcommittee of CUA met and determined on a pro tem basis that the five per cent of basic operating income would be applied as an additional grant for bilingualism.

The rest of this is known to you, but what may not be and which I would like to emphasize, is that it was a pro tem arrangement by CUA which began to realize the difficulties—I was then its chairman—of trying to formulate fairly an added increment for bilingualism. Secondly, as the minister implied, we are awaiting a detailed accounting from Laurentian of the kind we got from the University of Ottawa on what they believe their additional costs are. It is accepted that because they are small their additional costs may be an added increment over and above that which a bigger university would suffer for such added programmes.

**Hon. Mr. McNie:** To move to the other point that was made about the formula setup as described, the formula is used as a kicking board for everybody, but no one has come up with something better. It is simply not true it favoured the big universities.

As I have reminded any number of people, as a result of compensatory grants and other forms of assistance, the net result has been that a university such as Trent realizes, per student, exactly the same amount as the University of Toronto.

**Mr. J. F. Foulds (Port Arthur):** Yes, but size is a factor.

**Hon. Mr. McNie:** No, what we are saying is that it has been modified to make sure there is no injustice so far as the small university is concerned. The people at Trent are very happy with the programme they have at the moment and the way in which they have been able to resolve some of the difficulties that seemed a year ago to be very insoluble.

The truth is they had programmes in hand that they had been advised against undertaking. They had chosen to take them on. Then in the face of a declining rate of enrolment—you notice I say declining rate, because in many cases the rate of growth isn't a declining enrolment—they found themselves not able to cope with them. I think they are now coping with them and I think they are stronger for it.

**Mr. Foulds:** But they were actively encouraged to overestimate their projected enrolment.

**Hon. Mr. McNie:** No, they weren't encouraged to do so.

**Mr. Deacon:** As far as building was concerned they were encouraged.

**Hon. Mr. McNie:** As far as their enrolment, they weren't encouraged to overestimate.

You were asking questions about the length of the moratorium and I don't know the answer to that. We have had a task force out since last November or December visiting all of the campuses in the province, discussing with the principals their needs and trying to establish some order of priorities. We have a proposal with respect to this that's going to policy field very shortly.

**Mr. Bullbrook** had some concerns about the fact that we were spending too much money now in capital areas. As to how successful we will be in getting capital funds to meet what some communities regard to be very essential needs, I can't say. I hope in some cases we will be successful, because there were some people who were hit hard by the moratorium. They had not been spending what we consider up to their entitlement and they feel they have been penalized in some cases for their thriftiness and economy.

You asked a question about exceptions. There have been no exceptions since last November to the moratorium. We have been urged by many delegations to make exceptions, but I can say without any qualification that there have not been any exceptions.

As to the BIU grant system, we are looking for alternatives. We have invited opinions



from the universities, the colleges, our advisory committees, and anyone who has an interest in this subject. We have consulted with other provinces and other jurisdictions, in the US and abroad, to see if we can find some way that will give the universities the kind of resources they need to do the job that needs to be done now. The reason you end up with some kind of formula, or whatever you call it, is to establish some equity and to get rid of what you call too much discretion and the possibility of politics.

With regard to foreign faculty, and what direction we are going, we think, quite frankly, that the province is heading now in the right direction and has been for some time. There are still some disparities in some of the disciplines. They are not as great as some people have thought now that the figures are coming to our attention. We find that it isn't simply just Americans, that we have just as many Britons in some positions although it doesn't seem to be of any great concern to some of our anti-American protagonists that we have had to contend with.

**Mr. Laughren:** Just a minute!

**Hon. Mr. McNie:** I am sorry. I am not talking about you. I am referring to some of the people that you and I have had occasion to deal with. There were some people who, after the Viet Nam war took off, took up this particular cause. They are a minority, but there are these concerns which we discussed last Friday.

We don't intend to interfere at this stage, as far as I'm concerned, beyond continuing to encourage the universities to set up mechanisms which are going to ensure there is fair play in entertaining new applications for new posts, or in the event that people have to be laid off to give Canadians a better shake than they've been given in some instances.

**An hon. member:** Do you have sociologist figures?

**Mr. R. S. Smith:** On that point—

**Mr. Martel:** That hasn't improved at all, though.

**Hon. Mr. McNie:** It has. Originally there were instances where the decisions were being made by one man. We are looking forward a great deal to the report from the select committee; maybe for some things we'll get answers which we haven't got at the moment.

**Mr. Martel:** What struck me, though, is that in the most sensitive field, the field of

sociology—I looked at the figures the other day—there is a further increase of two per cent. That is one area which to me is the most sensitive.

**Hon. Mr. McNie:** There are bound to be some areas which aren't as acceptable to us as others. The question is whether the remedy is worse than the problem in this case.

I'm happy that Mr. Laughren shares this distrust of quotas because they have a way of being counter-productive in the long run. I might say that I've taken Canadian history at the University of Toronto from a Canadian who was every bit as bad as the American from whom Mrs. Campbell took her Canadian history.

**Mr. Laughren:** Yes; colonial minds!

**Hon. Mr. McNie:** This isn't necessarily a qualification of country of origin so much as a qualification of the person to teach it, and their integrity and ability.

**Mr. Laughren:** Could I interject? I took a course at Atkinson College toward my degree and it was called "Canadian Political Sociology." The professor was an American who was really amazed to learn from his class that there was a French fact in this country of ours and that there had been problems in the past and that there were continuing problems. He honestly didn't know and he was teaching political sociology! That's the sort of thing that turns us off. I can understand the militancy of some of the groups, I'll tell you, when you see that sort of thing.

**Hon. Mr. McNie:** There was a reference to buck-passing, having regard to loans for part-time students. I think I made it very clear in my statement in the House that I wasn't passing the buck.

What I said was that we had had conversations—and some very fruitful conversations—with our counterparts in Ottawa. When I say we, I mean the other provinces and ourselves. We had made some considerable advances in getting the Canadian student loan programme improved, and we had every hope that the part-time programme would be incorporated.

**Mr. Laughren:** It's a later vote.

**Hon. Mr. McNie:** We're one, if not the only province, that was ready to move even if Ottawa hadn't moved. That's why—even though Ottawa still hasn't announced their programme—we're a month or two ahead in the announcement of our own programme

insofar as some changes in the student award programme is concerned.

We are disappointed, because we think this is something that should have been done to benefit the whole country, and not just the people in Ontario. As you're well aware, the needs of some of the students in other provinces are even greater than those in Ontario. There are much larger resources in Ottawa than there are here. However, we are endeavouring to improve and we welcome any suggestions you have as to how that kind of a part-time programme can be funded.

**Mr. Laughren:** Right. I'll offer those in the proper vote.

**Hon. Mr. McNie:** We're going to do some pilot studies. We've got some money set up and we're prepared to, in one way or another—we'll discuss those when we get into the question of student awards—to meet at least some of the needs of part-time students.

With reference to community and university affairs, there seems to be a great deal of confusion as to what its role is and—

**Mr. Laughren:** On their part.

**Hon. Mr. McNie:** And as to how much autonomy it has and how effective it is. Jim, as past chairman, would you like to speak to that?

**Mr. Chairman:** I wonder if we deal with this now or whether we can bring it into vote 3. I think we will have some discussion. I've already been asked for speakers on item 3.

**Mr. Laughren:** There was only one significant question I asked—I'm not sure if the minister was finished—that he didn't deal with. That was the appointments and promotions and employment practices within his ministry.

**Hon. Mr. McNie:** I must say this is a subject to which I've given a great deal of attention personally since I took over the ministry. For a great many reasons: To make sure that the province was being well represented on the boards; to make sure that different groups with a special interest in the particular subject at hand were represented, whether it was the museums or the archaeological or historic sites boards, or whether it was one of the universities or community colleges, or whatever it was. There are some two or three dozen different advisory committees and boards of one kind or another,

that they were represented by people—Franco-phones; and in other areas, women.

**Mr. Laughren:** It's not showing.

**Hon. Mr. McNie:** It has been showing even though you may not be aware of it.

For instance, a young person was introduced into the council of regents recently, Betsy Heatley, who's just graduated from one of the colleges, a gold medalist, who we felt would give a youthful point of view; and also, happily, was of the fair sex.

There are other examples—one other woman we had appointed to another body that I won't mention decided afterwards that she just simply didn't have time and she backed off. I think Norm Cisco will—

Somebody has passed me a note to say that at Laurentian there are two women on the board this year, which is an improvement.

We are working at this, and because only so many appointments come up every year for renewal or for replacement, this is a matter on which, frankly, we just have to continue to work away to correct the obvious disparities there are in some areas. There's no question about it.

**Mr. Martel:** What about representation from labour on boards? Laurentian, for example, which is 95 per cent—

**Hon. Mr. McNie:** What does Ed Monahan say about it when you ask him?

**Mr. Martel:** I hope that they're going to appoint at least a token representative now—one.

**Hon. Mr. McNie:** I would be interested, because we are interested, too.

We've had occasion where we've made recommendations—two people. I remember recommending one woman who had a good labour background and when the chips were down they picked a man to fill the post for reasons that I don't know about; we left that to the discretion of the local people.

**Mr. Laughren:** That is all the more reason why you have to go back into action, isn't it?

**Hon. Mr. McNie:** Quite often people at the local level know best.

**Mr. Martel:** Mr. Minister, 95 per cent of the people in Sudbury carry a lunchpail. They foot the bill. And on that board, as of yet, maybe as of last Saturday, a couple of names were presented and we might see someone eventually get appointed from

labour. I want to tell you that 95 per cent of the population work in the mines and the smelters and so forth. There isn't representation from the labour class at all.

**Hon. Mr. McNie:** There should be representation, but at the same time one of the things we've been discovering, and we've run into some pretty thorny problems in some of the institutions, is that we also have to have people there who know what a balance sheet looks like and who know what kind of questions to ask.

**Mr. Martel:** You know that you put your foot in it.

**Hon. Mr. McNie:** If I may just pursue this a minute, we found in at least two instances recently that the boards of governors, when they were asked to do what their terms of reference required of them, delivered magnificently just because they started to ask some of the questions that perhaps they should have been asking earlier.

I'm not too sure that if we have a disproportion in the number of people who are working in the mines we are going to get those kind of questions in some of these areas.

**Mr. Martel:** Mr. Minister, two points! I'm not suggesting for a moment that the whole board should be from the mine.

**Mr. Laughren:** That is not a bad idea either.

**Mr. Martel:** I'm saying there should be some fairly adequate representation.

But you have an interesting point, you know. I recently saw pictures of a couple of cabinet ministers posing with people from credit unions, some of them running businesses with over \$2 million of assets, and those guys come right out of the plants. They don't have all that much. They're not in the corporate board rooms, but by God they serve as presidents of credit unions. They're right off the plant floor and they do a first rate job. So that really doesn't hold water, that workers don't know what a balance sheet looks like either.

**Hon. Mr. McNie:** I've had more than a little experience working with people who have what you call a working background, a labour background, and we are going to have more of these kind of people appointed. But they will only be appointed as the openings appear and taking into account, for instance, whether or not there is a need to get a

representation in northwestern Ontario; and there happens to be some difficulty in getting the kind of person who is qualified in that particular area.

**Mr. Martel:** What type of qualifications are we talking about?

**Hon. Mr. McNie:** It depends on what their job is. If it's the art gallery it's one thing, if it's the Council of Regents it's another thing. It's also a question of—just a second—

Interjections by hon. members.

**Mr. Foulds:** Would you really like to get into the bag and package of appointments so far? Would you like to say why they've been appointed?

**Hon. Mr. McNie:** It's just a question of availability at the time. There's three of you talking at the same time here.

**Mr. Chairman:** Order, please!

**Mr. Foulds:** And the rights as to why they've been appointed to the board of the art gallery!

**Mr. Chairman:** We are carrying on with Mr. Laughren's line of questioning, because Mrs. Campbell's been waiting to speak for quite some time.

**Mr. Foulds:** That is all right.

**Hon. Mr. McNie:** I just want to say this—

**Mr. Foulds:** We've waited through her questioning.

**Hon. Mr. McNie:** I just want to say this, that it isn't quite this simple. There are times when people have been available—the Council of Regents is one example and the Committee on University Affairs is another—for as long as two or three days, sometimes the better part of a week, as they are discussing some of these issues which are pretty contentious and pretty complex issues. Bill Dodge—your labour representative—will tell you this if you ask him.

**Mrs. Campbell:** It takes three men to my one; a good ratio.

**Hon. Mr. McNie:** There are a lot of people who just simply can't get that kind of time away from their home or from their plant; so it isn't that simple to get that kind of representation; but we're going to work at it and work at it hard.

**Mr. Chairman:** Mrs. Campbell.



**Mrs. Campbell:** I have a number of matters I would like to discuss.

First of all, and briefly, on the Robarts Library, I was puzzled when Mr. McCullough made the statement he did, because my research led me to believe that library was not originally wished to be what it is, that the space that was eventually in that building was not space which was originally planned.

What about the government's space in that building? What is being done with it? Why is the university in such a dreadful position, because it was built when it was built for all the other universities plus the government? That's the first question.

**Mr. McCullough:** May I take the last of the question first, please, Mr. Chairman?

Why is the university in such dreadful shape because it was built for all the other universities rather than just Toronto?

**Mrs. Campbell:** You have pointed out—that it was because of this that they can't build any more.

**Mr. McCullough:** Because of its enormous size and cost, it proved to be a drain on the entitlements that were to be built on in the future.

**Mrs. Campbell:** Yes, but wasn't that your fault and not the university's?

**Mr. McCullough:** No, I don't think so.

**Hon. Mr. McNie:** It made a choice, and made the choice in anticipation that enrolments were going to increase very, very—

**Mrs. Campbell:** You didn't force them to add space for your purposes and for the other college purposes?

**Mr. Gordon:** I wonder—

**Mrs. Campbell:** Oh, indeed you did!

**Hon. Mr. McNie:** You go ahead.

**Mr. Gordon:** At the time it presented its proposal, one of the arguments was that this would be a facility which would be available to all graduate students within the province. At that time, it was just at the time when we were introducing formula for capital purposes, the university people were told that this space would be counted as its entitlement space for whatever purposes it chose to use. It had so much entitlement, and this would count as its entitlement if it followed this course of action.

The university said two things. First of all, this is our first priority and therefore we want

to put our entitlement into this. Secondly, through its representation, a portion, I believe something like 11 per cent was it, of the total was allocated as a provincial resource and charged against the entitlement of the other universities. However the other 89 per cent—I may be one per cent out, I'm going from memory—but approximately 89 per cent of the rest was the University of Toronto's, at its choice. It was quite clearly warned, because I was present at the time it was warned, that this would be part of its entitlement and that they should realize this would use up the entitlement for other purposes. The university said that was its decision.

**Mrs. Campbell:** What are you doing with your part of the space; or what are you going to do with it when you decide, or do you know?

**Mr. McCullough:** There is no government space as such, Mrs. Campbell.

**Mrs. Campbell:** Well, then, that blank space that's there is not being used?

**An hon. member:** No.

**Mrs. Campbell:** I thought it was a very adequate description.

**Mr. Gordon:** The university is going to use some of the space which has not now been allocated for a graduate library for other purposes within the university, because it is university space. But this is quite common in all facilities.

**Mrs. Campbell:** Yes, thank you.

Secondly, I have quarrelled with the planning, so called, of this government and this particular ministry. I said earlier I have not been to see the minister about Ryerson and its needs. But what does bother me, is this. This ministry had Ryerson sprawled all over several places in rental accommodation, which the ministry knew would not go on forever, and yet apparently you made no provision for what happened when the rental space was gone, other than to make working conditions rather serious at Ryerson when students were returned to the campus. Could I have some explanation as to the thinking, if any, that went into that sort of lack of planning—and what the planning is now that these students are returned to a small and rather tight campus?

**Mr. McCullough:** I might attempt to answer that, Mr. Chairman. I'm not quite sure that I have all the facts. I might have

to call on Mr. Orłowski to support this. However, Ryerson at the moment is completing a very major building, which I should think would and will provide it with all the space it needs in the very near future. I don't think there will be any overcrowding once this building is completed.

**Mrs. Campbell:** Which building are we talking about?

**Mr. McCullough:** I'm not quite sure of the name of the building—it's the big libraries building being built. It will have general purpose and academic space in it, as well as library space. They build libraries nowadays so that ordinary space in them can be expanded into a library as institutions increase in size. I don't foresee any crowding.

**Mrs. Campbell:** That will facilitate all of the students coming from all the various locations?

**Mr. McCullough:** As far as I'm aware, Ryerson voluntarily pulled off the rest of its programmes when the new moratorium was announced. They pulled them off voluntarily.

**Mrs. Campbell:** Thank you. Now, may I get the answers to the questions which Mr. Bullbrook posed and which were promised for this particular vote?

The first, of course, deals with slip-year financing and whether or not this really solves the problems of small universities like Brock and Trent. The minister has touched on it. Beyond that, is it really not postponing their eventual deaths at the hands of the BIU because they lack both professional and graduate facilities? I don't think those questions were specifically answered, although the minister did deal in part with Trent.

**Hon. Mr. McNie:** Well, first of all, there is no question that any university is going to suffer death. There were all kinds of dire predictions last fall as to what might happen.

As I say, not to our surprise, most of them have found that in one way or another they have been able to cope with their financing problems. We have been available to give whatever counsel necessary, but for the most part they have preferred to work these things out for themselves.

So far as the slip-year is concerned, we don't regard it as being the be-all and end-all. It was the recommendation that was made by a joint committee of the Council of Universities and the Committee on University Affairs. We found that it was a good idea

to get the views of the people who are going to have to work with it, because if you don't then no matter what you recommend will be wrong.

**Mrs. Campbell:** Well, you either beat them or have them join you, eh?

**Hon. Mr. McNie:** That's right. So there was a general agreement, as a matter of fact, that this slip-year approach was the best approach. Beyond this year, we are looking right now at other ways in which we might handle financing, and so are the universities and interested groups. Their recommendation has been made in COPSE report, which we are looking at. But it is no simple matter.

We certainly don't want disproportionately large funds to be made available and we want to make sure that we are not supporting certain faculties or disciplines which are, say, outmoded and no longer relevant.

This is an area where we are finding problems, quite frankly, and I would be anything but honest if I didn't say it.

We have got some very able people, I would say, heading up all of our universities, some of extraordinary ability. They are showing a lot of leadership to the others, but they are having their problems.

We hear about them from day-to-day as they try to work them out together; and they have to work them out together because otherwise you are going to get unhealthy competition between them and too much direction from the government. Even the people who think the government is doing a good job don't necessarily think the government should be steering the university programmes, certainly not their academic programmes.

**Mrs. Campbell:** Well, to go on, how much—

**Hon. Mr. McNie:** Do you think we should be?

**Mr. Martel:** Not in totality, but I think because we are funding to the degree we are it isn't the 1970 concept where they operated in their own little bailiwick and relied on handouts. We are funding the universities to a great degree today and it is evidenced by that vote—\$500 million. I am not saying that we should strip them of their autonomy but I suggest there has to be more input.

I know that the presidents in the university community will object to it strenuously, but they don't object to taking our money. In fact they are always here looking for more, and because of that—



**Hon. Mr. McNie:** I think we should let Mrs. Campbell pursue her—

**Mr. Martel:** Right, I just put the point to you. You asked and—

**Hon. Mr. McNie:** Sorry!

**Mr. Foulds:** Ask and you shall receive.

**Mr. Chairman:** Mrs. Campbell, do you want to deal with the next question?

**Mrs. Campbell:** Yes, how much BIU money allocated to professional and graduate schools is being diverted into other faculties, such as arts and science?

**Dr. Parr:** I don't think that there is a specific answer to that which would fit the system; perhaps in answer to your question—

**Mrs. Campbell:** No answer?

**Dr. Parr:** There is a part of an answer coming, Mrs. Campbell—

**Mrs. Campbell:** Good.

**Dr. Parr:** The purpose of the formula funding scheme is not that this is an amount of money which is appropriate to that particular faculty and this to another group of students. It is simply a means, one hopes with some equity, of getting funds to universities on which they can operate. Some analyses have been made and I personally have tried to do something.

I find it extremely difficult to cut across these and persuade one's colleagues that one is, as they say, making money for another faculty; although one can prove it in many ways. It is a very difficult analysis in any case. It's not the way in which the formula should be used.

**Mrs. Campbell:** Could we have the figures for the engineering faculty at the University of Toronto against the arts and sciences? Have you any way of giving us that?

**Dr. Parr:** The amount that it costs or the amount of money they receive on behalf of those faculties?

**Mrs. Campbell:** The amount they receive.

**Dr. Parr:** That would be possible. I don't know whether we have the figures here, Mr. Chairman, but the weight for the engineering students is 2 and the weight for the arts and science students is 1.24.

**Mrs. Campbell:** Doesn't that in itself present something of a situation if there is any

kind of a transfer? And doesn't it take into consideration the problem that Trent has without professional or graduate schools; where they don't have the kind of flexibility that the University of Toronto would have?

I think this is what Mr. Bullbrook was getting at. I must confess he is the critic and I haven't had an opportunity to discuss this position with him.

**Hon. Mr. McNie:** I tried to make the point earlier that through the compensatory grants we have been able almost—well we equalized this. Trent per student gets roughly the same amount as the University of Toronto per student, and this is right across the province.

**Mrs. Campbell:** Yes, but you are going to another grant system. What I think we are concerned with is shouldn't the students payment or grant be the same, when the University of Toronto has the opportunity of transferring moneys which are allowed by reason of the BIU formula for engineering as opposed to that for other faculties. Am I making myself clear?

**Dr. Parr:** Yes indeed!

Just before Mr. Gordon makes a comment, though, Mr. Chairman; the fact is, for example, the engineering programme does cost more to run than an arts programme. Whether it is in the ratio of 2 to 1.24, it is a thing, I think, which nobody would attempt to substantiate. And so the higher weight does relate to the higher cost; whether it does exactly or not, I don't know. I think Mr. Gordon would like to make a specific comment about the average weight, though.

**Mr. Gordon:** There is one other factor that helps make it more difficult in analysis. Carleton has engineering, for example, and other sections, with an enrolment of some 8,000, and they are having great difficulties at the present time and have spoken out on the same topic. The same is true in the University of Windsor, where the enrolment has dropped and where they do have these professional faculties.

So it is hard to determine how much internal transfer there is and whether it is better. It doesn't seem to relate, and every time you try to relate in a given field such as arts with either professional faculties or others, you find there is some other institution which belies that by the type of problems they are facing. It is very complex.

**Hon. Mr. McNie:** Just so we don't see to be unmindful of the problems this presents within some of the institutions, I have been



approached on several occasions by the deans of a particular school who said: "Look our enrolment is right up to scratch and we are earning so many BIUs. Why should we be supporting such and such a discipline which is falling off?" It might be one of the classics or something.

What we do is produce a global figure for the university, and when you take that global figure and divide it by the students, part-time and full-time, you end up with what I have suggested is the equitable figure right across the province, providing the enrolment is sustained. That was why the slip-year was introduced this year, because there were at least three of the institutions where the enrolment had fallen off from the previous year.

In all fairness our problem—and this doesn't minimize the problem one whit—as I said when we were talking about the council of ministers of education, when we are meeting, I can assure you that the kind of problems we are facing here are constant right across this country. Anyone who reads the higher education publications from Washington and from London knows they have exactly the same kinds of problems, only in some cases they are much more acute. That is no comfort to us, but the fact is there are some things happening in the field of post-secondary education at which we are all looking very closely.

**Mrs. Campbell:** I will continue with the questions: When is the ministry going to regularize the system of negotiating with the U of T over their arts and science BIU, because they function under the so-called new programme?

**Dr. Parr:** That was negotiated with the joint committee of the COU and CUA about a year ago, to the satisfaction of the University of Toronto, I had thought. I'm not saying they wouldn't have liked more, but it seemed to be a satisfactory figure that was derived and then was approved by the ministry.

**Mrs. Campbell:** And the negotiations are now complete?

**Dr. Parr:** Yes.

**Mrs. Campbell:** And this is the formula under which they are functioning? It isn't going to be an annual matter?

**Dr. Parr:** It was put in on a three-year base.

**Mrs. Campbell:** Does the ministry intend to do the same thing to other institutions as they change over from the general and honours programme?

**Mr. Gordon:** I think one should point out that we are attempting to look at all programmes and the whole funding mechanism for the reasons of enrolment drops rather than raises, the reasons of seeming inequities in the weighting end, and the major changes in curriculum which are taking place in almost every institution.

**Mrs. Campbell:** How much money are Ontario universities forced by this government to spend every year to teach courses that should have been taken at the secondary school level?

**An hon. member:** Actually, nothing.

**Mrs. Campbell:** You can't say that, to be honest, because if you talk to people in the post-secondary situation they are deeply concerned about this matter.

**Hon. Mr. McNie:** What you are dealing with here is the whole question of how prepared young people are for what some people regard as post-secondary education. This gets into the three Rs, among other things.

Some universities are faring with it better than others. I say that because, perhaps, they aren't as defensive about it. They don't think it is the be all and end all that you would be able to spell every word. The content of what you write is sometimes more important than the fact that you had three spelling mistakes. It won't come as any surprise to you that there are still people in our universities who knock 10 marks off because you put Roman numerals at the bottom of a bibliography instead of regular type.

**Mr. B. Newman:** You have the mature student, though, who doesn't have secondary education. He is admitted to your institution and he would be in that category, would he not?

**Hon. Mr. McNie:** He could very well be.

**Dr. Parr:** I think, though, Mr. Chairman, it is generally found—and there will be exceptions to this—that in some of the subjects the maturity of the student perhaps makes up for lack of formal schooling. One can perhaps see this in the social sciences. One finds in the mathematical subjects, however, that along the line the man has to get to the point of the equivalent of grade 13.

**Mr. B. Newman:** Doesn't that belie the fact that there is no necessity for grade 13 entrance qualification to some programmes in the universities?

**Dr. Parr:** I think a number of universities have been thinking about this subject for some time, Mr. Chairman.

**Mr. B. Newman:** I know; they think on it, but don't act on it fast enough.

**Mr. Chairman:** I really think you are infringing on Mrs. Campbell's question area.

**Mr. B. Newman:** But it was a good question.

**Mr. Chairman:** It's completely apart, though, from what she was asking. I'll put your name down and you can ask it.

**Mr. B. Newman:** Okay, put it down.

**Mrs. Campbell:** I, in turn, am presenting Mr. Bullbrook's questions.

The next question is how much money is being spent to bring students up to university level in subjects like mathematics and foreign languages, because the Ministry of Education has lost its spine and because it no longer thinks anything is basic to higher education or life in general and refused to deal with declining standards all over Ontario?

**Mr. Laughren:** The people from the right are moving in again.

**Hon. Mr. McNie:** It's a good thing you told me that Mr. Bullbrook wrote that, because I know you wouldn't say that.

**Mrs. Campbell:** Mr. Bullbrook has already posed these questions and you promised an answer.

**Hon. Mr. McNie:** I don't remember those questions exactly. He's thought of those since he left, or some of them.

**Mrs. Campbell:** No, these are the actual questions he put.

**Hon. Mr. McNie:** Are they all questions he asked so far? Sorry, I must have misunderstood.

**Mrs. Campbell:** Not from me, until now.

**Hon. Mr. McNie:** What I was going to say earlier was that that seems to depend on whom you talk to. I was talking to one of the more brilliant people in the maths fields at the university the other day, at the time of

convocation, and he wasn't nearly as concerned as others about some of the things that he was reading. He said that whatever some of the youngsters were lacking in certain areas, they were more than making up for in others.

This is a subject that I as a layman am not prepared to debate. There is no question that youngsters are not getting as much of what we called the old-fashioned schooling. I have five teenagers right now and I have a fair idea of what kind of schooling they are getting.

**Mrs. Campbell:** It's pretty bad.

**Hon. Mr. McNie:** I must also say that there are other compensations. I suppose the final product will be the only and the final criterion.

**Mrs. Campbell:** That will be too late.

**Hon. Mr. McNie:** Maybe it will be too late. This is the price of experimentation. I think some of the questions that you are addressing to me might more properly be addressed to my colleague in the Ministry of Education.

**Mrs. Campbell:** Undoubtedly, they will be addressed there, too. I think this is the last question. Is the minister satisfied that standards are what they should be? Can he comment on the fact that many universities are forced to set up writing labs and introductory French studies, witness Scarborough College, U of T? They really have no choice. They can hardly turn away that many students for fear of losing BIU money. Does the minister feel that some institutions may be prostituting their standards of admission, as some have charged?

**Mr. Laughren:** When did Mr. Bullbrook say that?

**Mr. Gordon:** I don't wish to put words in the minister's mouth, but this also must be taken in context.

**Hon. Mr. McNie:** That doesn't usually happen.

**Mrs. Campbell:** He has been doing it all the time.

**Mr. Gordon:** Am I given permission to do so?

This has to be taken in context with the whole question of broadening the background and allowing more flexibility in rigid admission requirements. One can recall very vividly some 10 or 15 years ago, when people were required to take specific rote memory things;

and they learned them to perfection in order to gain admission to a programme which had no relation whatever to the things that they were required to study.

In this regard, I recall quite vividly at that time as well, if I might be permitted, certain professors insisting that they knew nothing when they came in, even though they met these standardized examinations. There was great criticism of the grade 13 examinations and the fact they learned for examinations but students didn't know anything. There were other professors who said they were well prepared. So this continuing debate, I think, will carry on regardless of whether we have standardized examinations.

**Mrs. Campbell:** I don't think I want standardized examinations; I am not that backward.

**Mr. Gordon:** Then, if I might say, on prescribed curricula, this insists you take a certain body of factual knowledge over a period of time and that thereby "prepares one." The move towards more flexibility in letting people try, I think, is one that has consciously been attempted by some institutions. This is quite a commendable one, because if they are not given an opportunity to prove themselves, then they are excluded by rigid determination. They are told you haven't taken that course; you must go and take that sort of thing. If you give people this chance to try some of them aren't going to succeed, and that's part of the problem, too.

**Mrs. Campbell:** Well I think, Mr. Chairman, the problem that I have is almost a reverse problem. That is that as far as the student who wants to take a certain course is concerned, for example Latin. There still are people who would like to learn some Latin. They come from a small place, they very often are unable to get that course at the present time. Now how can they qualify to go into, say, a course in classics?

I happen to love the English language and I happen to think that Latin has enriched it and it is a very fine thing to know Latin. I'm sorry about the sneers in the back; but how do they qualify to go into a course, if they wish to do so, which would involve the classics if they haven't been able to get it before they get to university?

**Mr. Gordon:** Most universities at the present time, in areas such as Latin, the classics and modern languages and various other fields, do offer make-up courses, as they call them, for students who have taken another programme of studies. I don't think

it would be fair to suggest though that the student, having chosen another course of studies, was not given a reasonable education in those, or that the fact that he or she—

**Mrs. Campbell:** I'm not suggesting that. I'm saying if this is what their bent is, then isn't it a fact that the university is going to have to teach that child, that young person, from ground one when they should have had it before they got there? And isn't it going to drive down standards?

**Mr. Gordon:** Well, the difficulty is that if they had determined they were going to go into something requiring classics from the beginning, this is true; but if we require the student—

**Mrs. Campbell:** They already have. Mr. Bullbrook is in that position with his own child who wants to take Latin, along with several other children, and cannot do it.

**Mr. Gordon:** Well, that is a problem that we're not able to address in our ministry. I'm not trying to avoid it in that sense, but—

**Mrs. Campbell:** You realize that you get hit with it when those children want to go into a university programme in that area. Now are they to be denied the right to do that, or does the university have to go down and start teaching at the level of a secondary educational system?

**Mr. Gordon:** Would it be reasonable to suggest that perhaps if there are so few scattered around that it is better perhaps to have the university do it with those who are sincerely interested in it at that time? Let them get the advantage of the other. Because they can't learn all things at the secondary school level. And I don't feel that is driving standards down necessarily. I don't feel it is legitimate to suggest that because you learned something else in place of this at that particular period in your life, that the standard of what you learned was less.

**Mr. Laughren:** Tell the community colleges that.

**Mr. Gordon:** But if this is the case, perhaps it is feasible to suggest—and I think classics is an excellent example—that where there are only a few scattered around—and the cost of bringing them all together would be so great to teach them in what one might term viable units, although that's a difficult one to describe as well—but if that is true, perhaps if that person is going to go on and if the university does put on what is known



as a make-up course in that and then they do proceed, perhaps they are better served that way than by attempting to have every student take everything, or provide everything for every student within the system at a very high cost.

**Mrs. Campbell:** They are trying to provide the opportunity for a child to choose his or her own course as they see fit. And if that is the choice offered, surely it should be a choice across the board.

**Hon. Mr. McNie:** Well, whatever the merit of learning at university, there are those who feel these kind of languages and such can be best learned when you're younger and more or less uninhibited.

**Mrs. Campbell:** That's right.

**Hon. Mr. McNie:** As a parent, too, I share some of your concerns in this area.

**Mrs. Campbell:** Frankly, as far as my experience is concerned, I nearly became a dropout at the University of Toronto because I found my grade 13 course was far more challenging than my first year as an honour student in English and history at the University of Toronto. I think, you know, it's a pity if you go from secondary school to an unchallenging university career. I'm wondering if you're looking at just how challenging that university career is now.

**Mr. Gordon:** Indeed, that particular question is one which is part of the overall concern we have over the changing pattern of enrolment. It ties in with motivation, with enrolment and with the end support as well in terms of what changes are taking place in curricular in universities and how these reflect the students' interests as well as those of others.

**Hon. Mr. McNie:** There are almost as many opinions as to why the enrolment has fallen off as there are students. There are those who attribute it to fees and loan ceilings, which obviously contributed in part. There are others—

**Mrs. Campbell:** The uncertainties!

**Hon. Mr. McNie:** Yes, what I was going to say is that there is unemployment and the expectation of being able to go into a job from a university degree. Some have said: "At least I can end up being a teacher if nothing else." There are those among the university principals who have said: "Well, a lot of these kids shouldn't have been there

anyway." So that's been a point of view—fortunately, not a very widespread point of view.

Most of the university people today are looking at their programme and their teaching methods and they're asking whether or not they're actually doing what you're talking about—whether they are actually motivating, interesting and challenging youngsters who are coming out of the schools.

One of the things I find a wide large agreement about is the number of what I call really committed teachers of the first quality. They are committed and they are interested in doing things that are meaningful. The big challenge for the universities and the community colleges and the post-secondary institutions is to be able to meet this need.

**Mr. Laughren:** It is funny that you would use that expression, "If I go to university at least I can be a teacher," because I heard, not long ago, at the school of engineering in Toronto one of them saying: "Well, I'm in engineering, at least I'll be able either to run a community college or be an engineer."

**Hon. Mr. McNie:** There are more teachers than there are engineers.

**Mr. Laughren:** Right!

**Mrs. Campbell:** Well, could you tell me this? Under this particular financing and the strain I think is on some areas in universities, are they able to continue the tutorial system?

**Dr. Parr:** I think that most universities are beginning to realize and demonstrate a sort of mix in their teaching approach. There will be some very large classes, some perhaps aided by technological means of some sort, which means that there is time released whereby the faculty can spend more time with smaller groups. There is a greater informality in teaching, too. I think that perhaps you had Trent in mind which—

**Mrs. Campbell:** No, I have the University of Toronto in mind.

**Dr. Parr:** Trent, of course, has insisted on a fair proportion of small groups within its curriculum and is able to maintain that. Other universities perhaps think it's less important.

**Hon. Mr. McNie:** We've also insisted—if I may interrupt—that teachers there spend more teaching time than in some of the other universities. This is another observation.

**Mrs. Campbell:** I am talking about a tutorial system which was not more than two

students to a professor. Mine happened to be Prof. Underhill and, of course, very challenging I might say.

**Dr. Parr:** I believe, Mr. Chairman, that the places where that is done—as an example, in some universities overseas—one finds that the number of contact hours with the professor is extremely small. For some students, I think that this is perhaps very satisfactory, but it isn't perhaps the appropriate kind of learning experience for the whole spectrum. Perhaps this is one of the additional problems that the universities are faced with—a very wide spectrum of abilities and modes of absorption of such a large number of students.

**Mr. Gordon:** It is a fact, of course, that the ratio of faculty to students now is considerably better than it has ever been in the history of universities, other than maybe the last two years. But relatively speaking, over a period of time, it is considerably better and the way in which they choose to spend the time with the students varies widely from one institution to another.

**Mrs. Campbell:** It used to be in the history which was a university course over here. You might be teaching several hundred or lecturing several hundred students and I suppose that is why it would have been absolutely necessary to have the tutorial backup. The same applied in English as well, and I wondered if they are in any way prescribed.

**Dr. Parr:** No. The university may do this and provide whatever teaching it wants in its own way; the formula does not prescribe it.

**Mrs. Campbell:** It doesn't add to their costs?

**Dr. Parr:** They still have to generate whatever teaching they are going to get out of the revenue they receive.

**Mr. Gordon:** Two years ago, we attempted to do a class-size study for the Committee on University Affairs. By the time we got through the definitions we almost threw up our arms in despair because of the vast, wide diversity of mechanisms and means and methods of dealing between faculty and students—the tutorials, the informal groups, the assignments, the student-run programmes and all these other factors. It was very hard; we attempted to get a handle on that sort of thing, what was actually happening. We found that we were comparing apples and oranges so many times within the system that it was, I think, more dangerous; the kind of

results we are going to get from the total if we tried to draw any hard-and-fast conclusions from them.

**Mrs. Campbell:** If I may, on the grants to compensate for municipal taxation, first of all I would like to congratulate the government as I have before on its effort to move in the direction of full taxation in these matters. This is a step forward. Could you tell me how you moved, when you moved, to increase the per capita payments in lieu to the municipalities? What has happened to those properties which the universities hold which are not used for university purposes? Are they still paying on the basis of some kind of agreement worked out between the municipality and the university—like the Wrightman building downtown, which still burns me? Do they pay full taxes on a building like the Wrightman building?

**Mr. F. J. Kidd** (Executive Director, Common Services Division): No, they don't.

**Mrs. Campbell:** The city still has to negotiate with the university to try to get a pittance out of that building?

**Mr. Kidd:** This is correct. I think there is—

**Hon. Mr. McNie:** Don't ever agree with a word like that!

**Mrs. Campbell:** Well, he knows, you see.

**Mr. Kidd:** I was formerly employed by the Department of Municipal Affairs and that is why I am not familiar with this field.

**Mrs. Campbell:** You should be—you were there longer than the minister himself.

**Mr. Kidd:** This payment, \$50 per student, is based on the full-time enrolment as of last December. This is a tax which is levied by the municipality on or after July 1, and is not a payment in lieu of taxes in the normal sense of the word. I think it precedes the payment in lieu of that.

**Mrs. Campbell:** I don't see that it makes much difference what you call it.

**Mr. Kidd:** I think this whole question you are talking about depends on the reassessment programme, which programme is more logically situated with the Ministry of Treasury and Economics. I think they would be able to advise you as to how far they have got on this particular problem in conjunction with the reassessment programme which is going on through the province at the present moment.

**Mrs. Campbell:** There couldn't be any re-assessment programme as far as we are concerned. It isn't new assessment; the assessment is frozen.

**Mr. Kidd:** Some of this assessment is legally exempt; it is written into the statutes of the province.

**Mrs. Campbell:** Yes, it is written into the University of Toronto Act.

**Mr. Kidd:** This is correct.

**Mrs. Campbell:** If you stand up and make a great statement that you are moving to becoming full taxpayers, and you leave that kind of nonsense on the books, who are you kidding?

**Mr. Kidd:** I think the Treasurer (Mr. White) has intimated that he intends to move to more full taxation in this area but it is dependent on the valuation of these properties.

**Mrs. Campbell:** Could you tell me, lastly, in these debentures, repayments of principal and interest, how much of this figure is related to the Roberts Library? Can you distinguish?

**Mr. McCullough:** It is not distinguishable, Mr. Chairman. I think it would be a percentage—I think it's 7¼ per cent; I am not sure—of the amount of money that the Roberts Library cost each year. If it were \$38

million and, say if it were 10 per cent, it would be \$3,800,000 a year.

**Mrs. Campbell:** How do you ever know the answers? You can only give us as you call it, very properly, the global figures. Can we not find out what debentures these repayments of principal and interest are ascribed to?

**Mr. McCullough:** Yes, I am sure we can get you the exact repayments attributable to the Roberts Library. We will bring that in tomorrow.

**Mr. Chairman:** It is 10:30, Mrs. Campbell. Have you completed or have you any more to say?

**Mrs. Campbell:** I am prepared to let you handle this one and call for a vote if you want to.

**Mr. Chairman:** Mr. Foulds is the next speaker.

**Mr. Foulds:** I have about half an hour, Mr. Chairman.

**Mr. Chairman:** Well, the House will adjourn at 10:30 tonight. Would you like to adjourn this?

We will reconvene tomorrow afternoon after the question period.

The committee adjourned at 10:30 o'clock, p.m.

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# Legislature of Ontario Debates

## **STANDING COMMITTEE ON SUPPLY**

**Estimates, Ministry of Colleges  
and Universities**

**Chairman: Mr. S. B. Handleman**

**OFFICIAL REPORT — DAILY EDITION**  
**Third Session of the Twenty-Ninth Legislature**

**Wednesday, June 6, 1973**

**Speaker: Honourable Allan Edward Reuter**  
**Clerk: Roderick Lewis, QC**

**OFFICE OF THE SPEAKER**  
**PARLIAMENT BUILDINGS, TORONTO**  
**1973**



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(Daily index of proceedings appears at back of this issue.)

# LEGISLATIVE ASSEMBLY OF ONTARIO

WEDNESDAY, JUNE 6, 1973

The committee met at 3:12 o'clock, p.m., in committee room No. 1; Mr. S. B. Handleman in the chair.

## ESTIMATES, MINISTRY OF COLLEGES AND UNIVERSITIES

(continued)

On vote 2402:

**Mr. Chairman:** The committee will please come to order. Mr. Foulds. I believe you were to move that all remaining votes be carried!

**Mr. J. F. Foulds (Port Arthur):** In the immortal words of Eliza Doolittle, at the end of act two of "Pygmalion"—"not bloody likely."

There are a couple of points I'd like to make in starting on this vote, Mr. Chairman, recalling the discussion last night with regard to the classics, and particularly Latin. I have been a proponent of Latin in the high schools, for various reasons, for which anyone who cares to read last year's estimates of the Department of Education may pursue me. But there is one point I'd like to make at this time.

There is a good argument to be made for those people taking classics—and I have done so myself at university—to take their Latin, in fact, at the university level, because Latin is not a conversational language in the way that languages such as Spanish, French and so on are. I've been in programmes at the senior level with people who have taken Latin both ways—both through high school and in that preliminary course at university and so on—and as far as I could see, there is no noticeable difference in their achievement and their use of Latin forms, in classical studies and in classical history.

So I think that a lot of the questioning last night was somewhat obstructionist rather than learned.

**Hon. J. McNie (Minister of Colleges and Universities):** I think that is true. I may say, of a lot of languages. To use a personal reference, I have a daughter who took Greek. While she was taking her high school Latin,

she was taking Greek at nights at the university, and two boys were taking Mandarin Chinese on a course. Among other things they weren't being stretched hard enough by grade 13.

**Mr. Foulds:** Now, if I might, I'd like to get into what I think is probably the fundamental issue with regard to grants for universities and related organizations. That is the question that the member for Nickel Belt (Mr. Laughren) raised yesterday which really wasn't answered very accurately—the end to the moratorium.

I think it's fairly obvious you are unwilling to give any date on the end of the moratorium, but could I ask you a few specific questions? Do you expect all of the 14 universities—I believe it is 14—that are now in existence, to be in existence and functioning as universities in five years time?

**Hon. Mr. McNie:** The answer is yes.

**Mr. Foulds:** So some of the emerging and smaller universities that have in fact experienced a decrease in enrolment and have fears—universities such as Lakehead, Brock and so on—will not be abandoned by the ministry, and sufficient support will be coming to them so that they can carry out their functions as a university?

**Hon. Mr. McNie:** Yes, I think the funding, so far as we are aware, is satisfying all the universities and we are committed to helping them to carry out their mandate.

**Mr. Foulds:** You introduce the word mandate, which I think is extremely interesting. Do you see different universities having in fact different mandates? Would you see, for example, Lakehead concentrating on development of schools for northern resources and Laurentian perhaps doing that, perhaps phasing out the forestry school at the University of Toronto because the only trees that are within studying distance are those in Queen's Park, and they are fairly limited? Would you see that kind of process taking place in the university system over the next five years?



**Hon. Mr. McNie:** I think past history has indicated that the kind of courses that are being encouraged—that is the new courses that have been approved by the Committee on University Affairs and by the government—are those that largely complement the special interests of the community. For instance, I think of the native studies programme at Trent as being an example of a programme that we encouraged.

**Mr. Foulds:** Yes, I want to get back to the native studies in the programme specifically in a minute or two.

**Hon. Mr. McNie:** Feel free to do it.

**Mr. Foulds:** How do you encourage universities to tackle those areas which are most viable in them and yet allow them to maintain their university status—that don't relegate them to becoming, if you like, second-rate, bush-league colleges, which is the fear of the faculty on some of the small universities.

**Hon. Mr. McNie:** If you're agreeable perhaps Dr. Parr could speak to that because he has very much involved in that area.

**Dr. J. G. Parr (Deputy Minister):** The initiative for the development of new programmes generally comes from the universities themselves. I would think they would be the first to express an opinion as to whether they thought a subject was or was not appropriate to the university. Does your question suggest—if I may ask, Mr. Chairman—that it should be the government which says, "Yes, this is a fitting programme for a university," or, "No, this one is not"?

**Mr. Foulds:** No, the question I am trying to get at is—first of all, you obviously discourage an overproliferation of faculties of architecture, say, or faculties of medicine. I want to know the other side of the coin. How do you actively encourage—now you have just said, and I think that that historically has been true, it has sort of been from the university's initiative. But we all know there are tremendous amounts of politics within universities, perhaps more so than in the Legislature. Do you have an overall university plan for the province? Are there figures on that?

**Dr. Parr:** At the undergraduate level at present, Mr. Chairman, there is no directive or direct disincentive other than in some of the professional schools to which you have referred.

At the graduate level, of course, the process known as ACAP, which is administered by the Council of Ontario Universities, is attempting to rationalize graduate programmes. It is turning out to be a much greater task than they had at first thought. Whether that will or should be extended to the undergraduate level is questionable. The universities themselves seem to wish for substantial freedom in this area.

**Mr. Foulds:** All right then. How much freedom are you willing to allow them?

**Hon. Mr. McNie:** How long is a piece of string? Without being facetious, I think that is about the only way I can answer that. That's not unlike the answer somebody gave me from your side a little while ago on another subject. I think we want to give them as much autonomy as we can to make these determinations.

Our people have spent a lot of time with them in the field trying to provide what counsel and help we can. On occasion we've gone so far as discouraging some of the institutions from taking on programmes and courses which, in at least two cases I can think of now, turned out to be mistakes and costly ones. But they persisted and they didn't work out.

**Mr. Foulds:** I don't want to be facetious about it. Surely that is the fundamental point we're facing in our educational system, at post-secondary and at the secondary and primary levels?

**Hon. Mr. McNie:** That's why we have them make the submission, first of all, to a group that we hope is as independent as we can get. It has representatives of the university as well as the lay community. Certainly my experience has been, in reading over very considerable minutes of their meetings, that they are people who are giving very thorough consideration to the representations which have been made in formal briefs and in other kinds of briefs. Then we get their thinking. For the most part, we accepted their thinking.

**Mr. Foulds:** Surely your argument about local autonomy would carry much more strength and much more weight if, in fact, the appointees to the boards of governors were more broadly based and more widely representative of the community and included on a more representative basis those sectors which the member for Nickel Belt and the member for Sudbury East (Mr. Martel) mentioned yesterday?

**Hon. Mr. McNie:** As I've indicated—we seem to repeat ourselves over and over but I suppose this particular subject deserves repeating—I agree that the boards should be representative and they should be as able as we can make them. I think we have made strides in the last six months toward achieving that.

I was asking a question of our own people just yesterday, pursuant to our discussion of appointments that are being made to boards which have had vacancies since October 1. The percentage of women who have been appointed has risen from six per cent to 27 per cent, which I think is some indication that, for instance, in that one area we're trying to correct what might have been an imbalance. We're doing the same thing in other areas, too.

**Mr. Foulds:** Okay. I would like to just switch—

**Mr. F. Laughren (Nickel Belt):** One might object—

**Hon. Mr. McNie:** Did you want to speak to this?

**Mr. Laughren:** One might take exception to your remark "what might have been an imbalance." It was an obvious imbalance and I would think you would admit that.

**Hon. Mr. McNie:** Well, it hasn't always been regarded as an imbalance.

**Mr. Laughren:** Don't be so begrudging about it!

**Hon. Mr. McNie:** I had someone go back over the minutes of the debates here over the last two years and there's very little reference—only one or two lines—to the lack of women representatives on boards. I'd be glad to read from the record if you like.

I think that what's happened in the last year is what should have happened, but like so many things we've got a changing emphasis and an emphasis that my wife and I would agree would be for the better.

**Mr. Laughren:** It's very interesting to hear you refer to the estimates. As you might know, the opposition sometimes—usually I think—feels very frustrated in its attempts to change government policy or have any kind of significant influence on it.

**Hon. Mr. McNie:** Well, one thing is for sure: There is no opposition anywhere which

feels that any board, certainly one which has appointees named by the Lieutenant Governor in Council—whether it's in BC or Manitoba or Saskatchewan or Ontario — is representative enough. We all have that particular concern and reservation.

**Mr. Chairman:** Mr. Foulds, will you carry on, please?

**Mr. Foulds:** I wanted to switch because I was interested, in going through the list in the green book, that OISE is mentioned in the list on appendix 2. It's mentioned nowhere else in the estimates. I assume that does come under this vote. It would surely be a related institution.

**Hon. Mr. McNie:** It doesn't come under this vote.

**Mr. Foulds:** Which vote does it come under?

**Hon. Mr. McNie:** It will come under institutional grants in the Ministry of Education.

**Mr. Foulds:** Just hold on a minute there. Just hold on a minute. You have OISE listed in this booklet.

**Hon. Mr. McNie:** Oh yes.

**Mr. Foulds:** What I want to determine, I know that some of the responsibility is the Minister of Education's (Mr. Wells')—

**Hon. Mr. McNie:** I just want to correct you, OISE is responsible to the Legislature through the Minister of Education. We are involved to the extent that we make some grants to them.

**Mr. Foulds:** What grants do you make to them?

**Mr. A. P. Gordon (Assistant Deputy Minister, Universities Division):** Formula grants for graduate students.

**Mr. Foulds:** That's the BIUs.

**Mr. Gordon:** Yes.

**Mr. Foulds:** So that's under this vote?

**Mr. Gordon:** That is under this vote.

**Mr. Foulds:** Fine.

**Mr. Laughren:** Why did you attempt to hide that? I know, no, of course it wasn't an attempt, but it's really remarkable that it's not included in here.

**Hon. Mr. McNie:** It is in the green book.

Mr. Laughren: No, it's not.

Hon. Mr. McNie: Yes, it is. I mean, this has never been—

Mr. Foulds: You see, what is misleading, frankly, is that under the vote, which you have very nicely detailed and mentioned what is covered, you don't mention OISE. Okay, we'll take that as an oversight—

Mr. Gordon: Do we mention each university in that page, every university by name?

Mr. Foulds: No, but—

Mr. Gordon: Well, we weren't attempting to—

Mr. Foulds: Well, okay, now that we've got to it and uncovered that it is in this book, how much money does OISE get from you?

Mr. Gordon: Under this vote, I presume the question is—for next year or for 1973-1974?

Mr. Foulds: Well, that's the estimate we are discussing.

Mr. Gordon: They get a total of \$5,414,000. This is an estimate based on enrolment projection—you realize the actual may vary by whatever the enrolment is—\$5,414,569.

Now I must quickly correct myself, they are now on slip-year, so that will be a fixed grant.

Mr. Foulds: That's a fixed grant?

Mr. Gordon: That's the operating grant. Now of that, \$23,050 will be for municipal taxation.

Mr. Foulds: Okay, and OISE's enrolment is 111?

Mr. Gordon: No, the basic income units—I'll have to go to another page and get it—3,301.5.

Mr. Foulds: How much? Three thousand—

Mr. Laughren: Look at the green book.

Mr. Gordon: BIUs are—will you just give me a moment until I—

Mr. Foulds: If you can, while you are fumbling with the papers there, take this in orally, the green book indicates that at one point in time, November, 1972, there were 26 full-time and 85 part-time students at OISE. If my mathematics are correct, that's one hell of a BIU.

Mr. Gordon: There are, in total enrolment, that is both full-time and part-time—and remember there are many, many courses for master's programme in education given to teachers on a part-time basis—

Mr. Foulds: Yes, of course.

Mr. Gordon: —the equivalent of 886.4 full-time students, so recognizing the ratio of full-time to part-time—

Mr. Laughren: Why does it say 35 in here for part-time and 26 for full-time? Is that an error?

Mr. Gordon: It's an error, obviously.

Mr. Foulds: It's an error in the green book?

Mr. Gordon: Yes. Pardon me, I am being corrected. It is an error only in the sense that it doesn't cover all of the summer students. It covers the date of—what was it when that was taken—Nov. 15 at one point in time. Again, that's why the statement was across the top of the page.

Mr. Foulds: I have run into a legislative difficulty here, Mr. Chairman. The bill for which I am responsible in the Legislature has just been called. I wonder if I could allow Mr. Laughren to carry on the questioning for me?

Mr. Chairman: Certainly.

Mr. Foulds: I will be back shortly.

Mr. Laughren: Mr. Gordon, I did not understand what you just said.

Mr. Chairman: You are waiving your right to continue, are you, Mr. Foulds?

Mr. Foulds: Yes—No!

Mr. Chairman: Yes, you are.

Mr. V. M. Singer (Downsview): Should we pause until he comes back? Let's pause until he comes back.

Mr. Chairman: No, no!

Mr. Gordon: In the green book we stated enrolment at one point in time does not reflect annual activity. The figure I gave you is the total activity over the year, which would include every term and all part-time students over all terms.

Mr. Laughren: Right, but it is still full-time—

Mr. Gordon: So the figure they have taken, while it may have been correct from the



source, just doesn't indicate the whole year's activity.

**Mr. Laughren:** Fine. I am not overly concerned with an error in the green book—that is fine, we can live with that—but what I am trying to get to is that the full-time equivalent is 886.4 students.

**Mr. Gordon:** Correct.

**Mr. Laughren:** And how much is the BIU for those students?

**Mr. Gordon:** It is 3,299.8.

**Mr. Laughren:** Is that because they are all post-graduate students?

**Mr. Gordon:** All post-graduate students, yes.

**Mr. Laughren:** Besides the municipal tax grant, are those the only moneys that are provided to OISE from this ministry?

**Dr. Parr:** Yes, unless it so happens that they were contracted to do a research project at our request or because they submitted a suggestion which the ministry approved; that would be a comparatively small amount.

**Mr. Laughren:** I won't do it right now, but would it be safe to say that if you multiplied 3,299 by 886 you would get \$5 million?

**Dr. Parr:** No, I think you have the value for the BIU unit wrong.

**Mr. Laughren:** I thought it was 3,299.

**Mr. Gordon:** Perhaps if I can give you the whole set of figures, it will assist you. There is one other extra formula grant and this is the carryover in the last year in which it will occur, and that is the graduate fellowships. They are not part of the Ontario graduate fellowship programme, so there is \$130,000 in that to pay for graduate fellowships.

The basic operating income from 3,301.5 students at \$1,825 is \$6,025,237. From that, formula fees would be deducted of \$763,718 to give you a formula grant of \$5,261,519. To that formula grant has been added \$130,000 about which I just spoke, to give you an operating grant of \$5,391,519. Then add to that the \$23,000 for the municipal taxation, giving you a grand total of \$5,414,569.

**Mr. Laughren:** I see.

**Mr. Foulds:** Well, there are a couple of questions I have here. We would like to make it clear that in our party we don't

oppose the philosophical concept of OISE. In fact we need an institution that is concerned with educational research in the province, because there is basically so little done. We have certain reservations about the amount and the way it is spent, but we won't go into detail here. But I am wondering if you could tell me, Mr. Minister, or one of your deputies or assistant deputies where do we discuss with you or the Minister of Education the programming curriculum and research at OISE, considering you supply the BIU grants.

**Mr. Gordon:** We provide it for graduate students, and in effect in graduate studies programmes, but not for the research—that is the Ministry of Education. I don't know the amount of the grant. I don't have it here, the Minister of Education has it; it is not part of our vote.

**Mr. Foulds:** So the projects that I get across my desk about which I asked the Minister of Education some time ago—in-basket simulation exercises are what they are—belong to the Minister of Education.

**Mr. Gordon:** Yes.

**Mr. Foulds:** In the post-graduate level, is that the Doctor of Education degree?

**Mr. Gordon:** Yes.

**Mr. Foulds:** And what arrangement did OISE have with Mr. Fleming when he was, I believe, on staff there and took time off to write the monumental work on Ontario's educational system?

**Mr. Gordon:** That was done through the Ministry of Education, so we weren't involved in the appointment at all, nor did we fund that particular project.

**Mr. Foulds:** You don't know the ins and outs of the leaves of absence and—

**Mr. Gordon:** No.

**Mr. Foulds:** Okay, we can perhaps get it from the Minister of Education.

I think that is all I have on OISE. I have one other serious area that I would like to discuss with the minister, if I might, under this vote—and that is the whole question of post-secondary education for native people. You did mention a course at Trent which is really a course in native studies and is very, very limited. What I'm thinking of is, what can we do in our post-secondary institutions so that native peoples who have not had the advantage of a level of primary

and secondary education, but who desire to do so, can get into university?

I know the mature student procedure but, really, if you get a native person into a university if he has been out of school for three or four years, it's more than just that problem because there are certain skills that he needs to adapt and pick up and learn if he is going to make his university life productive rather than failing the first year two or three times and being frustrated like that.

Is there any thought given to developing—what did they use to call it?—the free university year, which would help orient and develop skills for these particular people so that they could possibly have accessibility to post-secondary education that they don't have at the present time?

**Hon. Mr. McNie:** Mr. Foulds, there will be some discussion under vote 2403 on community colleges. As you know, one of the things that we looked at when the select committee visited the northern communities was—

**Mr. Foulds:** Yes.

**Hon. Mr. McNie:**—some of these programmes that they were trying to make more readily available to these people through correspondence and through visiting professors and other ways. There is certainly plenty of room for improvement. The question of how to provide incentives for youngsters to actually go on through the secondary school system into the post-secondary is one that is preoccupying us right now.

**Mr. Foulds:** If I may just interrupt you for a minute, Mr. Minister, I'm not so much concerned with incentives in the way that we normally think of them. I'm concerned with developing a kind or type of programme within which they will feel comfortable, psychologically, emotionally and academically, so that they can come to the level required to make use of a post-secondary education, particularly in the universities.

I think you put your finger on one area. Confederation College, for example, should be given some credit. They have developed some outreach in that respect. Peter Kelly, who is a leader of the native people's movement at the present time out of Kenora, in fact went to Lakehead University—but because the cultural shock, to us a cliché, was so strong, he did not, in fact, complete his degree.

**Hon. Mr. McNie:** Yes, I know just enough about the native education problem to know not to say too much about it, because there is a variety of schools of thought as to what is the best way to help these people to develop programmes that are what you might call indigenous to their culture, or are a part of the norm, or find a happy medium. There are people looking at it very hard. There are programmes now on 25 or 30 reservations where we are working, not only on our own but in conjunction with the Ministry of Community and Social Services.

Believe me, we'd welcome any input that you could provide in this area too because, as you know, the federal government also has its own programmes that don't necessarily involve post-secondary, but have a big influence on the orientation of the students toward post-secondary.

**Mr. Foulds:** I don't want to belabour the point but through some of the rather horrendous discussion on "administrivia" here yesterday, we did discuss sort of studies that the ministry was undertaking in that list. It seems to me that this is an area that the ministry could very productively take a look at, and tie that in to my earlier remarks about whether or not one university or maybe, at the most, two or three, might be in fact good universities to try pilot projects at in terms of an introductory year for native people.

**Hon. Mr. McNie:** I would agree to entertain a study and to see whether or not a pilot project this year might be appropriate. But certainly I think there is a need to know a good deal more than I certainly know about the post-secondary programmes.

**Mr. Foulds:** Thank you, Mr. Minister.

**Hon. Mr. McNie:** It isn't just a case of native students. It's a question of, as you say, the kind of programming that is best suited to the people. That's really the crux of this question that you're asking.

**Mr. Foulds:** Just one quick question I want to ask about SACU. What is happening to it? Who is administering it? Do grade 13 students have to take it any more? Do universities require it?

**Hon. Mr. McNie:** I'll refer the question to Mr. Gordon, who is our representative on SACU. For the benefit of people who don't know what SACU is, it's a body that was set up nationally, and of which we are a member as a government, together with all of

the universities and other institutions. Perhaps you could explain something of its history, Al, then I would be very happy to talk to matters of policy once we know what we are all talking about.

**Mrs. M. Campbell (St. George):** I got it through.

**Hon. Mr. McNie:** Oh indeed.

**Mr. Gordon:** Basically, at the present time, to answer the specific questions—although it is not final it appears that only a couple of the universities will be requiring students to have SACU this year.

**Mr. Foulds:** Which are they?

**Mr. Gordon:** Carleton and Toronto. Whether they continue—I apologize for not being up-to-date—we'd have to check with them to see what the latest is, but as of a couple of months ago they were the only ones that were absolutely requiring it. Some others were recommending it. The students, therefore, are not obliged to take it. In fact, it is a matter of choice with the student now.

The matter of the fee to SACU, which aroused some discussion, was a conscious policy which began in 1969 when it was agreed—and this was long before we were talking about curtailment of funds; I think we had some discussion on that last evening—it was agreed that if the universities were responsible for admission, and it's an admission test, they should bear the majority of the responsibility for that test. As such, the funding, rather than being in the Ministry of Education, should better be in the universities.

So it was transferred in successive years from the Ministry of Education to our ministry and then, with a full year's advance notice from our ministry, to the universities. The universities decided, at that time, that they were not committed enough to use their own funds to pay the fees for the students, and so they chose the option of asking the students to pay the fee for the SACU test. That is what created a certain measure of discussion last fall.

**Mr. Foulds:** Still, you say that certain universities recommended it. I don't quite know how to phrase it without using extravagant language, but surely if you are a grade 13 student anxious to get into university, and you know the language of bureaucracy and the language of administrators and admissions officers, when you get a letter saying: "We

recommend it," that is in fact tantamount to an order.

You can shake your head and say that's not true. That's not true from your point of view because you're at university level, but a grade 13 student who is anxious to get into university sees that and says, "My chances will be better if I have it." Isn't there a discriminatory element still there?

**Hon. Mr. McNie:** Not so much that he has SACU but that he has a good mark in SACU. This was one of the problems.

First of all, I have to agree with you that it created confusion among grade 13 students. There were a great many students who wrote the test and paid the fee who had no need to, because even in those universities where it was not required but where it was, say, advised, they were only using it for marginal admission, and that as we discussed yesterday, only applied to a limited number of courses—the disciplines where there were far more applicants than there were spaces.

The fact was that there was a credibility gap. It was very clear to us that neither students nor teachers uniformly were accepting this test, and that there was a great question among even the university people as to its usefulness, particularly insofar as the humanities and arts were concerned. Science is one thing but in humanities and arts there was no acceptance at all, we found.

So without trying to make any judgement on the tests ourselves, I'll just read from a letter that I wrote to one of our members last October:

Without making any judgement on the tests themselves, we suggested that their usefulness was largely compromised by the lack of general acceptance among students, teachers and some university officials. I include the presidents. In some instances, we found the registrars still preferred it for the reasons that you indicated.

I suggested, therefore, the universities might explore alternative selection criteria, recognizing that there is a need for some means of evaluating the relative capacity of students from various jurisdictions, especially in borderline cases or in determining scholarship awards. But we frankly couldn't see why 35,000 to 40,000 students should pay \$11, which is almost a half a million dollars, to take a test



when less than 10 per cent would be affected.

That was really what it was all about.

**Mr. Foulds:** Just taking up a quote from your letter, Mr. Minister. Have the universities made any genuine effort to develop alternate means of evaluation?

**Hon. Mr. McNie:** Some of them have.

**Mr. Foulds:** What are they doing?

**Hon. Mr. McNie:** For instance at some of the smaller universities they have personalized the interviewing — they are doing more interviewing and trying to make the evaluations more personal, instead of looking to, in this case, a test which in some instances—well, for instance, I know of cases where they scored five and six out of 100 and yet they have graduated since, you see. And students were aware of this.

So unless there was a high degree of insistence and a great deal of discipline on the part of the school, this wasn't inclined to make the students or the teachers approach the test with the kind of attitude that they should have if they were going to get the kind of marks that were going to make the difference when they do get to the registrar. This was the problem, frankly, and I think that SACU were to be faulted for not having done a better job of promoting it and I said so.

**Mr. Foulds:** Well, the way it was administered—

**Hon. Mr. McNie:** And the way it was administered. That's right.

**Mr. Foulds:** Because I sat in on some of those when I was a high school teacher.

**Hon. Mr. McNie:** And you have read, perhaps, some of the questions.

**Mr. Foulds:** There was terrible administration.

**Mr. Gordon:** One of the moving forces behind the establishment of SACU is the recognition of a need, or a desire at least, for a national test which would allow inter-provincial mobility. Ontario, I think, is one of the few provinces that wholeheartedly supported it financially over the first period of years when we discovered that the institutions themselves weren't using it seriously. They were quite happy to have money provided out of tax funds. The last amount was \$540,000—the last one in our

ministry's budget — and they were quite happy to have that go on forever.

You would say to them: "Are you taking it seriously?" They'd reply: "Oh, yes, we want it. You are paying, we are quite happy to have it."

When the choice was given them as to whether they paid for it and thereby had less money for something else, well then they didn't have the same commitment to it. It was our feeling that if the tests weren't being used seriously that the bugs wouldn't get ironed out of it and that they wouldn't prove their validity and we felt that that was a university decision, not a government decision.

**Mr. Foulds:** Could we go one step further and suggest or advise those universities that still required it, that they must pick up the fee for those tests from their overall budget and not force the individual student to pick up that tab?

**Hon. Mr. McNie:** What some of the universities have done is that when they have accepted a student, they have reimbursed them for their test, which, as you appreciate, is only going part way.

**Mr. Foulds:** Yes.

**Hon. Mr. McNie:** However, if all of them did that, I suppose that would take care of most of the students that took the SACU test.

**Mr. Foulds:** I have no further questions.

**Mr. Chairman:** Mr. Newman.

**Mr. B. Newman (Windsor-Walkerville):** Thank you, Mr. Chairman. I wanted to ask of the minister and possibly of his deputy about the course in Master of Education given by the University of Kentucky that the teachers in the city of Windsor wanted to have. Can you give us a little information on that?

It seems strange that an American university would come in to our community when we have a university in town and that they wouldn't conduct the course when the demand, I understand, was quite substantial.

**Hon. Mr. McNie:** I know Mr. Gordon is eager to answer that one.

**Mr. Gordon:** The courses to which the member refers, Mr. Chairman, are actually from the University of Virginia.

**Mr. B. Newman:** That's right.

**Mr. Gordon:** It happened to be the professor who was formerly offering these courses at Wayne State who moved to Virginia and started offering them from Virginia to teachers in Ontario. It is quite true.

These were courses for teachers that were not otherwise available. One of the delays in developing such courses in Ontario has been a result of the overall discipline assessment, which was done on graduate programmes in education for the purpose of determining how many facilities would be required, how much and how broadly our courses should be given. As a result, a number of teachers availed themselves of the opportunity to take courses at Wayne State University. Now the University of Virginia has moved in to offer courses.

The course that Virginia is offering at this moment was given on the understanding that they would withdraw as soon as Ontario universities come into it and it is our understanding that the University of Windsor is going to be offering such courses next year. So the American courses will be withdrawn at that point and I believe that that particular situation is being rectified.

However, it does point out one of the problems, if I might add, that it comes in attempting not to have an undue proliferation of courses without at least assessing the overall programme. This programme was being assessed by the Advisory Committee on Academic Planning—it has been referred to before—which has been doing these for other graduate programmes and it is our understanding that their report is about finished now. We haven't received it yet.

**Mr. B. Newman:** One of the things that did disturb me is, how come the university couldn't realize that there was such a great demand for the course? Surely they would have conducted some type of research into the school system to find out if there is a demand, yet it took a foreign national or a foreign country to come into our jurisdiction and set up a course that was—

**Mr. Gordon:** Wayne State has been offering such courses for a number of years. The University of Windsor faculty of education is a very new faculty and started on a base of elementary school teaching only, so this was a new field for them. They were interested in developing these courses as soon as possible once they got under way, but the whole programme for faculties of education hadn't been resolved.

As you may recall, there was an announcement about transfer of teacher education facilities just a month or so ago so that it wasn't a matter of not recognizing the need, but rather a matter of building up to provide for that need.

**Mr. B. Newman:** Why wouldn't the university have even taken the course over once they found that the University of Virginia was going to conduct and conduct it through the University of Windsor?

**Dr. Parr:** As Mr. Gordon said, they couldn't for some time because they didn't have a faculty of education to offer it from.

**Mr. B. Newman:** Why couldn't they have used the same faculty that the University of Virginia was going to use in conducting the course? Simply pre-empt them and have the course come under the aegis of the University of Windsor rather than the University of Virginia.

**Dr. Parr:** The problem is without a faculty of education they can't offer a degree in education so they wouldn't be able to offer their own degree. Until they established the faculty they couldn't give the degree. As soon as they did, they brought this matter to our attention and, as Mr. Gordon pointed out, it was at a time when there when there could be no additional courses in education given at the graduate level. But however we hope that some arrangements—indeed, we hope they will accept the possibility of arrangements beginning next year.

**Mr. B. Newman:** Well, wasn't there someone asleep at the switch at the University of Windsor?

**Mrs. Campbell:** Or in the ministry?

**Dr. Parr:** No, Mr. Chairman. Each university doesn't have every faculty. As you know, the University of Windsor grew very quickly; it did not include education among its earliest faculties—and, indeed, it wasn't until the transfer of the teaching colleges that this happened.

**Mr. B. Newman:** Yet if any of the universities want to set up a course in some special discipline or some special field, they don't seem to have difficulty in getting the staff to conduct the course. Now here was a course that I would assume everyone knew was going to be popular, or should have been popular with the experience of the numbers that were attending Wayne State University and other universities across the

border. I would have assumed the University of Windsor would have said, at least once the University of Virginia was going to conduct the course, "Okay, fellows, you work as part of the University of Windsor, using the staff that is being used to conduct the course."

**Dr. Parr:** Mr. Chairman, among other things, I can't resist pointing out that it would have increased the number of American faculty members.

**Mr. B. Newman:** Yes, I agree, you have got a problem in that; that's true. I don't disagree with that.

The University of Windsor was asleep there in that it didn't foresee the opportunity from a public relations point of view of conducting the course in the city, let alone from the point of view of its value to the teacher. Not only did they not conduct the course, but the staff from the University of Virginia who were conducting the course had one heck of a time getting a facility in which to conduct the course. I would have thought that the university would at least have volunteered their facilities. I don't think that they were that occupied that they couldn't have accommodated them in that fashion.

They even went to the separate school board, if I am not mistaken, and were turned down by the separate school board because this was an American course being conducted in Canada. I can't say for sure whether that was the reason why the space request was turned down by the separate school board. To me, there should have been a little more co-operation on the part of the educational authorities in the community to conduct the course when the demand was there.

**Mr. Gordon:** The question was not just of that community. The problem was that the demand for teachers and teacher education has changed drastically in the last few years. Several years ago, there was a decision to transfer teachers' colleges to faculties of education or to develop faculties of education within universities. This was province-wide. We could have been faced with 14 faculties of education in 14 universities each vying for courses of all kinds.

Before a decision as to how many should be given was reached, it was decided to do an analysis of it. This is precisely what we were talking about the other night when you were asking what happens about some control over proliferation. This study was undertaken at this particular point in time in history that this particular question arose

regarding Windsor. Arrangements were made whereby they are able, on a one-year basis until this study is completed, to offer this course and then have it built into the fabric of the total offerings within the province.

**Mr. B. Newman:** Well, I can understand that. Now they are going after it simply because it has been proven to be a fairly popular course requested, required, and maybe even demanded by the teaching profession or the teachers themselves. Wouldn't there have been some studies conducted, or are there not studies being conducted now, as to the number of Essex county residents and Kent county residents who may be going over into the States and taking courses that are given there that possibly should be given on the Canadian level?

**Mr. Gordon:** This would be a matter for the University of Windsor, of course. They now have a faculty of education and they are now in the education field.

**Mr. B. Newman:** Yes, I know all that.

**Mr. Gordon:** So I presume they are now doing such studies.

**Mr. B. Newman:** It did strike me as very strange and unusual, having a university in the town, where the demand is—I think there were some 100 teachers who enrolled in the course—not being able to take the course at the local university but a university staff having to come from Virginia to conduct the course in the community. It just didn't seem right to me. I don't know who is to blame.

The other thing that did disturb me is that we talk about the utilization of educational facilities and their greater utilization, but this group tried to get hold of facilities in the community and had the greatest difficulty in getting them. Somehow this doesn't seem right at all. If our facilities are there and the demand to use them is there, surely it should have been a lot simpler for the University of Virginia, which was doing us a favour, to get the facility.

I bring that to the attention of the minister, hoping that we don't run upon a similar situation in other types of disciplines or in other courses, not only in Windsor area but in any other area of the province.

I wanted to ask another question, Mr. Minister. Did your ministry set up the salary scales for the various staffs in the universities? Do you have a province-wide scale? Each university does that on its own, does it through its own associations, or how is it done generally?



**Hon. Mr. McNie:** Through the faculty. It depends on which level. If you are talking administration—

**Mr. B. Newman:** All levels, from the educational level up to the presidents of the universities.

**Dr. Parr:** As far as the faculty is concerned, the faculty association negotiates with representatives of the board of governors.

**Mr. B. Newman:** They don't represent on a province-wide basis? They do it with each individual university?

**Dr. Parr:** At each university, yes.

**Mr. B. Newman:** Are there any ceilings imposed by the universities on faculty salaries or is that strictly negotiable?

**Dr. Parr:** By negotiation. Salary ceilings and floors for particular grades will be established each year by negotiation.

**Mr. B. Newman:** The department does not impose ceilings the way the Ministry of Education has put ceilings on expenditures?

**Dr. Parr:** No, sir.

**Mr. Gordon:** Are you talking about operating grants in this case?

**Mr. B. Newman:** Yes.

**Mr. Gordon:** The ceiling is inherent in the formula and it is there.

**Mr. B. Newman:** The ceiling is likewise in the formula in the schools.

**Mr. Gordon:** Yes. We do put ceilings on expenditures, definitely. I might suggest an answer. If a university, for example, were to make a settlement on salaries which was 12 per cent, this wouldn't change the amount of money it would receive.

**Mr. B. Newman:** Supposing the university can get endowment grants to increase the quality of their education or to pay additional salaries—

**Mr. Gordon:** They are quite free to do so.

**Mr. B. Newman:** They are free to do it? In other words, the principle now in this department is completely different from the Ministry of Education, whereas the boards of education are supposed to be completely autonomous bodies the same way as are the

various colleges and universities. The colleges and universities can spend additional funds if they raise them themselves. But the boards of education are not allowed to spend additional funds, even though their taxpayers may be willing to pay extra moneys, such as was illustrated in Scarborough just recently where the teachers went out and conducted a door-to-door survey and found that 90.7 per cent of the 26,000 or so individuals who were contacted were willing to take only a \$5 deduction in their taxes rather than \$25 if this would raise the quality of education and mean smaller classes.

Don't you have a sort of different policy? You are not following the same policy now. Why should you be treating the colleges and universities in a different fashion from what the Ministry of Education is treating the local school boards?

**Mr. Chairman:** Mr. Newman, really I think the Minister of Education is quite capable of defending his own policy. I don't think the Minister of Colleges and Universities should be asked to comment on the policy of another minister. The Minister of Education may interpret the particular policy quite differently to the way you are. He should be here to answer for himself.

**Mr. B. Newman:** I accept what you say, Mr. Chairman. I wanted to make this comment, for it shows the inconsistency of two levels of education, the post-secondary level and the pre-secondary level of education.

**Mr. Chairman:** The comments are in the record.

**Mr. B. Newman:** It's in the record? You will take it and note it and bring it to the attention of the minister?

**Hon. Mr. McNie:** Which would you prefer to be pursued? I would be interested to know that.

**Mr. B. Newman:** I prefer yours, Mr. Minister. If the colleges wish to provide additional services and you raise certain additional funds by means of endowment and so forth, they should be given that opportunity of doing so if they are autonomous bodies. The boards of education that are supposedly autonomous are really under the thumb of the Ministry of Education because they are not allowed to follow the same principle that this ministry follows. Do you understand, Mr. Minister?

**Hon. Mr. McNie:** Oh I understand, but there is such a big difference in the financing and the philosophy and history—the tradition in that era.

**Mr. B. Newman:** Why is there a difference? you are using basic income units in both, aren't you? You are using exactly the same thing?

**Hon. Mr. McNie:** One deals with tax dollars at the local level.

**Mr. B. Newman:** Yes, but you are still basing your grant on enrolment; the same as the pre-secondary education is based on enrolment.

**Hon. Mr. McNie:** But there are a great many other considerations, including weighting and what not that enter into the picture here.

**Mr. B. Newman:** You weight courses too. You do the same thing.

**Mr. Gordon:** The basic difference is that the municipality must raise the money that the school board asks for as extra. In the case of universities they can only collect voluntary funds, and this is a basic legislative difference. The other major difference is of course the legal responsibility of the boards of governors within the universities, as opposed to the relationship within government legislation with school boards.

**Mr. B. Newman:** Mr. Gordon, I accept what you say. That is absolutely true, but there is the inconsistency in the two because basically the systems operate in exactly the same way. One respects the autonomy and the other does not respect the autonomy of the governing body. In one case it's the board of education and the other case it's the board of governors of the university.

May I ask of the minister: Does your ministry have anything to do with the business of computers that the universities are all into? I noticed in the financial picture that most of the universities spend an extremely large sum of money in computer rentals. Is there not some policy that could probably minimize the expenditures—by either consolidating, if that is possible, or in some other fashion—on the use of computers?

**Mr. Gordon:** The expenditures on computers, of course, are part of the institutional operating expenditures—

**Mr. B. Newman:** Yes, I know that.

**Mr. Gordon:** —and therefore fall into the category of giving them the freedom to make the choice. However, the Council of Ontario Universities has put forward a proposal for a system, they call it Metanet—I'm not sure of the acronym—which is being re-evaluated and is under review as to see what further steps can be taken in the area of co-ordination.

We have had an analysis on that prepared by an independent consultant, and this is now being referred to the committee on university affairs for consideration.

**Mr. B. Newman:** I noticed you have that co-ordination when it comes to the use of library facilities, haven't you? Not the use of library facilities, but books?

**Mr. Gordon:** The universities themselves develop this, yes.

**Mr. B. Newman:** Well, I would hope that—if it is possible—I don't know.

**Hon. Mr. McNie:** This is going to come. There is no question about it.

**Mr. Gordon:** A specific proposal has been made and it is now being reviewed by an independent consultant. It is not just something we are thinking about, but are taking actual steps towards it.

**Mr. B. Newman:** I appreciate the comments.

Mr. Minister, may I make a suggestion to you on vote 2402, is it, item 2, that you include as a separate item the funds that are made to OISE so that it would not be hidden and those of us that have responsibilities for certain estimates wouldn't have difficulty in finding that under a specific vote OISE is to be included?

**Hon. Mr. McNie:** Well, we would be glad to entertain anything that will make these clearer. As I indicated right at the outset of our estimates debates, we invited the spokesman for both of the parties to spend as long as they wanted with our financial people so that they could understand what the changes were in our ministry. We have to confess to some clumsiness in handling some of these figures, for two reasons. One is because of reorganization. We are right smack in the middle of it. The other is that yesterday when we were looking at some of these figures we were also in the transition from a 10-month year to a 12-month year with the universities, which created some problems

here when they were transposing some figures.

But we are eager, as these books indicate, to try to provide you with more information, but to try to provide it all is just impossible—

**Mr. B. Newman:** We understand that.

**Hon. Mr. McNie:** —because we would need a shopping cart to bring that over every day.

**Mr. B. Newman:** Thank you, Mr. Chairman.

**Mr. Chairman:** Mr. Laughren, do you wish to speak again?

**Mr. Laughren:** Yes, thank you, Mr. Chairman. I wanted to comment on a couple of things—a couple of very general, somewhat philosophical things—at the beginning before I talk for a few moments about Ryerson and about the Ontario College of Art, which come under this vote.

I'm surprised by the way that they weren't listed separately in the book as well.

**Hon. Mr. McNie:** I mentioned them in my original remarks.

**Mr. Laughren:** Yes, right underneath the vote.

**Mrs. Campbell:** Yes, they are in the green book. But they aren't clear.

**Mr. Laughren:** As an aside almost, it would really help to list the major institutions underneath here. Surely you have the space.

**Hon. Mr. McNie:** Well, we will make a note of those three and if you have any other suggestions to make as to how we can improve them next year, let's have them and we'll try to incorporate them.

**Mr. Laughren:** Do you have within your ministry anybody who has their antennae out to pick up the new vibrations in educational philosophy that are reverberating around the world? I'm thinking now, for example, of sort of a thinker who could listen to people, like Walter Pitman or Ivan Illich. Ivan Illich doesn't belong to the New Democratic Party, I might add, in case you thought I was being partisan, Mr. Chairman. Although if he lived in Ontario, I'm sure he would.

**Mr. Chairman:** Oh, I think you should reconsider that assumption.

**Mr. Laughren:** Anyway, I am wondering if you do have anyone within your ministry do-

ing this? I don't think it is good enough to say that the Committee on University Affairs, for example, is to play that role, because you have ensured that they are fully occupied with coping with BIU grants as to prevent them from doing any kind of responsible job in that area.

**Hon. Mr. McNie:** I hope you are not going to propose that we need some thinkers. People have other thoughts about thinkers.

**Mrs. Campbell:** I think we need a few thinkers.

**Mr. Laughren:** Well, if they are thinkers along the lines of our Provincial Secretary for Social Development (Mr. Welch), you are quite right, I am not proposing that.

**Hon. Mr. McNie:** You coined the words, I'm just—

**Mr. Laughren:** Yes, you pick them up very quickly. You are to be commended. You recognize an Achilles heel when it's there.

**Hon. Mr. McNie:** No, I don't. You are the one who is critical, not me. I'm just surprised that you would be thinking in these terms, because I have a suspicion that's really what you are leading to.

**Mr. Laughren:** Well, as a matter of fact, I would like to see someone in the ministry who is providing some kind of direction.

**Mrs. Campbell:** Yes.

**Mr. Laughren:** Because I really don't think there is much at this point, and I wonder if you have anybody who is doing this.

**Hon. Mr. McNie:** Well, I wouldn't be presumptuous enough to point out any person as being the kind of person that has the antennae you are talking about. But, I think the conference, for instance, that we are holding next week is an indication of the fact that we don't think that it's necessarily one person, but there are a large number of people who contribute and a large number of people who are outside the ministry. We don't think that the ministry has all the answers, or all the antennae, by a long shot.

One of the persons you mentioned is Walter Pitman. I guess I've had at least a dozen conversations with Walter in the last six months on some areas of mutual concern and he has been very helpful. There are a great many others like him. And our own people have been encouraged to get out into the



field more, on to the campuses and elsewhere and participate.

**Mr. Laughren:** I'm sure you would agree, Mr. Chairman, that there is a feeling in society, not just Ontario society, that perhaps the way we educate at the post-secondary level isn't really as relevant as it could be and that the way we teach in the institutions is not a very efficient way of encouraging people to learn.

**Hon. Mr. McNie:** I don't know, it all depends who you talk to and it all depends who you are talking about really.

**Mr. Laughren:** Sure, you will note that I am not proposing any specific policy at this point, only encouraging the ministry to look into new areas of learning.

**Hon. Mr. McNie:** Well, I think there are a number of indications that we recognize this in the ministry. I think it's only fair to point out that up until this year the ministry was in many respects a service ministry because of the funding and the growing enrolment. The universities were a good deal more independent of the ministry, you might say, than they are today.

As the universities have encountered new problems, not only in terms of enrolment but in terms of questioning what post-secondary education is all about, we find that we are having more dialogue with them. And that is at the administrative level, at the faculty level, and not only the universities but other institutions beyond that.

**Mr. Laughren:** I am sure it must be a real danger in the post-secondary ministry for men such as Mr. Gordon and Dr. Parr and so forth to become so wrapped up in the administrative—for lack of a better word. When Mr. Gordon sits on 17 committees, he hasn't got much time to think!

**Mrs. Campbell:** Or to administer.

**Hon. Mr. McNie:** On the other hand, I would say, knowing some of the committees, he has a lot of time to think.

**Mr. Laughren:** Well, that is probably quite true.

**Mr. B. Newman:** Not his committees.

**Mr. Laughren:** No, maybe not the ones he is on. I would think that would be a real tragedy if that was to occur in your ministry. Particularly now, when they don't have to direct their energies to the capital expenditure problem and where they're going to

locate the new buildings. I think it really does give you an opportunity for an entirely new thrust in post-secondary education and I hope you will take advantage of it.

**Hon. Mr. McNie:** The only response I can give to you is that we recognize that need. We're reading not only what people in Ontario are writing but we're reading what people elsewhere in the world are writing on the subject. We're very conscious of the fact that there's a lot going on the field today.

**Mr. Laughren:** Have you considered an audience with Mr. Illich?

**An hon. member:** Didn't you have one?

**Hon. Mr. McNie:** No, I haven't had one.

**An hon. member:** You're about the only one I know who hasn't.

**Mr. Laughren:** You really must talk to that man.

**Hon. Mr. McNie:** Maybe you can arrange it.

**Mr. Laughren:** Well, that's probably not a bad idea. We could jet down to Mexico, could we, Mr. Minister? Could you arrange that?

**Hon. Mr. McNie:** Not on a government jet!

**Mr. M. Cassidy (Ottawa Centre):** You could be fairly reasonable and suggest that we return to the committee when Mr. Illich comes up here!

**Mrs. Campbell:** Well, hasn't the Treasurer (Mr. White) got some information on that?

**Mr. Laughren:** I'm sure the minister could arrange the government jet.

I would like to move on. Before I do move on, though, do I gather from your remarks that you don't have any committee or any process for doing this, in terms of at least offering alternatives or considering alternatives to the present system of post-secondary education?

**Hon. Mr. McNie:** I don't see how you can possibly say that because I pointed out earlier that among the very high priorities we have—

**Mr. Laughren:** You continue to reinforce my belief.

**Hon. Mr. McNie:** —within the ministry a task force looking at the report of the Commission on Post-Secondary Education and at the UNESCO report. These are two very im-

portant documents which have come down within the last few months and which have a lot to say, and—

**Mr. Laughren:** When do you anticipate—sorry.

**Hon. Mr. McNie:** —how can you suggest that we're not interested or not involved in this process?

**Mr. Laughren:** Because you won't answer my question that I asked earlier, as to when you anticipated some kind of response by your ministry to the report of the Commission on Post-Secondary Education.

**Hon. Mr. McNie:** I think there have been responses to some things already. I will have to go back to it and look specifically but there will be others in the fall and probably others next spring, when the spring legislation comes down.

**Mr. Laughren:** Would you make—

**Hon. Mr. McNie:** —there may not be any responses at all to some of them, beyond agreement.

**Mr. Laughren:** I will talk more about this in a later vote, Mr. Chairman.

I really do wish you would give serious consideration to the problem that's arising with part-time students and their financing. Unless something is done very quickly it's going to be of no use to them at all for their fall session, for the fall term. Those registrations have to be in the middle of the summer and unless something is done to change the financing arrangements for them, you've put it off for another year.

**Hon. Mr. McNie:** The part-time student enrolment has been growing steadily. We recognize that there are some hardships suffered by some people and that there's inequity because of the aid that is available to full-time students. We're looking for a way of trying to resolve this in a way that's going to be equitable. Again, this is a problem and we welcome, as I said yesterday, any suggestions you and others have. We've invited all kinds of people to give us ideas and we've had some—

**Mr. Laughren:** Well, you've had submissions.

**Hon. Mr. McNie:** I know we have had submissions I can assure you that they are—

**Mr. Laughren:** We will deal with that in more detail under the student aid vote.

**Hon. Mr. McNie:** Fine.

**Mr. Laughren:** I would like to talk about Ryerson for a moment. I think most of us are aware of the problems that they've had at Ryerson this spring. I think those problems concerning the maintenance people went beyond just the fact that maintenance people were fired.

It indicates that at the institution there was very poor planning. I think it's safe to say there was poor management. I think it's safe to say there was poor judgement. The only good thing I can say about it all is that the authorities resisted the temptation to move into the occupation and kick the people out. I think that showed some good judgement on the part of the authorities.

I really do think that there is a problem in determining at what point your ministry becomes involved in an institution without infringing on the autonomy of that institution. How do you see the role of your ministry when something like that occurs?

**Hon. Mr. McNie:** I have spoken to that in the House a number of times. Essentially, I see our first course of action as working through the board of governors or the board of directors. We've found that, in most instances, this has been very fruitful and it's enabled the university or the community college to grapple with the problem in the way that it feels it should grapple with it.

We've made our resources available—whatever resources there were that they required—and sometimes they were very helpful. I remember in one instance they had overestimated their expenditures in the order of something like several hundreds of thousands of dollars which made a big difference in how big a deficit they were anticipating. To date, we've been successful, we think, in this approach.

We also recognize that we have an obligation to the student, in the final analysis, and to other parties which are involved—the faculty; the maintenance workers; the taxpayers. In the final analysis we are responsible to the Legislature. We've had a number of problems this year, as we are all aware. We've had lots of press when the problems arose but for reasons that are known only to journalists—and Mike may have something to say about this—there has been no press coverage when problems were resolved. When they moved out of the 13th floor, if it appeared at all in the papers, it was on page 37. When they moved in it was on page 1.

**Mr. Laughren:** I would like to move on then and talk about Ryerson and the open college. Your ministry provided some funds to keep the radio station, CJRT, afloat for, I gather, the next fiscal year.

**Hon. Mr. McNie:** No, six months.

**Mr. Laughren:** Six months, was it?

**Hon. Mr. McNie:** That's right; to the end of the year actually. The end of this calendar year, roughly.

**Mr. Laughren:** I must confess that I have mixed feelings about that radio station because it serves one metropolitan area alone. It's doing something that the OECA, in my opinion, should be doing if it had the courage to do anything that was adventurous or was unique.

**Hon. Mr. McNie:** Except that OECA is not as available to all of the citizens in Toronto at the moment anyway.

**Mr. Laughren:** But it could be. One of the main reasons that I would like to see OECA play the role of an open college throughout the province is the same reason that people who use the Ryerson open college claim is the reason it should be allowed to continue. There was a letter written by one of the people who took courses through the open college on the radio station and this is what one woman who wrote in said.

Ryerson open college provides educational facilities much attuned to the needs of the contemporary woman. Mothers of a growing family are aware of the importance of their role in rearing future members of society and must reach out for knowledge to assist in the job confronting them. Single parents have opted for economic dependence at marriage; find themselves unprepared for unsatisfactory employment. Some students have been women on mothers' allowance. Many women, whether employed full or part-time, must find the means to upgrade their qualifications without relinquishing their positions. At the same time, they must meet family responsibilities. Widows and women whose children have flown the nest have gained interest and insight through further study available without having to enter into the classroom situation. After a lapse of years this can be a dreaded experience.

The dissolution of Ryerson open college would be a further discrimination against women at a time when we are becoming aware of past inequalities. Enrolment in

the limited courses available to date is an indication of the desire of many women to improve their condition, increase their intellectual input and to keep abreast of a rapidly changing society.

I think that in itself—that is a very eloquent letter that someone has written—should indicate to you that that radio station should be kept going. For example, you are very fond of saying that the priorities of the institution will determine whether or not that radio station continues, and I think that there's a point here which indicates it is no longer the priority of that institution that will determine whether or not that radio station continues, because I think that the role the radio station is serving goes beyond what should be within the purview of Ryerson.

You are talking now about a service to a community that has no boundaries really, and I hope that you will keep that in mind.

**Hon. Mr. McNie:** I think I recognized that last night when I said that among the alternatives we've been exploring is the possibility that other colleges and universities in the metropolitan area might work to take fuller advantage of these facilities. To date, for instance, less than eight out of, I believe 130 hours of broadcasting time, are being utilized for education purposes. While I wouldn't want to take anything away from the effort—I know a lot of very good work is done and by very able people—we're just scratching the surface.

Out of an \$18-odd million budget, and extra funding of some \$230,000 about two or three months ago, we thought they would have been able to meet this, together with the BIUs they're getting for the students in their course. They've decided, for their own reasons, that it doesn't have that high priority in the overall plan, whatever the importance to the open college pupil.

**Mr. Laughren:** That's the point, maybe they can be allowed to determine it.

**Hon. Mr. McNie:** Yes, there's always the question of whether it's being used as a means of trying to elicit extra funds. This is not unique. We've had other institutions approach us and being suspect.

**Mr. Laughren:** Except that in this case you're dealing with a concept of education, I think, that goes beyond what one would normally consider should be handled by an institution, because of its autonomy. I think that's why your ministry has every right to move into this situation and act accordingly.



**Hon. Mr. McNie:** We are looking at the whole subject now. We've got a task force on it, which has strong representation from women among others, and I'm very impressed with their zealous approach to this.

There is some indication that the government has an open-mindedness on this subject. I've discovered that we funded the meeting down at the town hall through our council of arts—

**Mrs. Campbell:** Yes, and so you should. It was a highly political night.

**Hon. Mr. McNie:** I understand that it wasn't necessarily flattering to the government; nevertheless we funded it.

**Mr. Laughren:** There is no commitment though; it's the whole idea of providing educational television.

**Hon. Mr. McNie:** No one is minimizing the good job that it's doing in the outreach and the fact that it makes education resources available to a lot of people who just can't get to an institution.

**Mr. Laughren:** But you will be leaving yourself wide open if you keep CJRT going and don't expand those kind of educational services to the rest of the province too. So you've got yourself in a bind here. You must admit that it does serve an outreach kind of purpose, and at the same time you neglect those very areas of the province where this kind of service is needed more so even than in southern Ontario.

**Hon. Mr. McNie:** No, it doesn't. In all fairness to the north they've actually done a good deal of this kind of work themselves. Some of their programmes up there—

**Mr. Laughren:** Who has?

**Hon. Mr. McNie:** Well, through the colleges; they've done some correspondence programmes and I have been advised that there has been some work done. Certainly, in the western part of Ontario there has been as I recall from when I was in Red Lake. And in my mind there has been quite a bit of work done at Kenora.

**Mr. Laughren:** I thought you were referring to ETV.

**Hon. Mr. McNie:** Oh no. I was just talking about the fact that there have been initiatives elsewhere, not just Ryerson; although we've just been hearing about Ryerson.

**Mr. Laughren:** I'd like to talk about the Ontario College of Art for a minute. It's a subject that really tickles my fancy.

**Hon. Mr. McNie:** My alma mater!

**Mr. Laughren:** Is that your alma mater?

**Hon. Mr. McNie:** I went there.

**Mr. Laughren:** That's remarkable: If you had been down there in the last year—

**Hon. Mr. McNie:** Do you want me to draw something for you? I was down there.

**Mr. Laughren:** I've seen some of the things that—I'm not so sure you should admit it was your alma mater. However, it does have an honourable past. It remains to be seen what its future will be.

**Hon. Mr. McNie:** I might tell you that when I was there, which is a few score years ago, the problems were not unlike the problems there are today. Not that that makes them any easier to swallow.

**Mr. Laughren:** There are stories I could tell you about that place, Mr. Minister, that would offend the Hansard people and consequently I shall restrain myself.

**Mrs. Campbell:** Oh, no!

**Hon. Mr. McNie:** You were telling us earlier that these are changing times.

**Mr. Laughren:** They certainly are, but the Marquis de Sade had nothing on one instrument that I saw down there in the metal working shop. That's why I'm going to restrain myself. However, it still is definitely a very liberated school.

**Hon. Mr. McNie:** Did they move out? Were they part of the new part or are they the part that have stayed?

**Mr. Laughren:** Oh, no, this is part of the regular OCA building.

**Mr. Cassidy:** You mean the Conservatives have stayed?

**Mr. Laughren:** If you can relate that to the fact of an instructor defecating on a chesterfield in the lounge then okay, you can imagine what kind of atmosphere prevails at the Ontario College of Arts on occasions.

**Mr. C. E. McIlveen (Oshawa):** He would only have to do it once.

**Mr. Laughren:** We're going to relate it to the instrument too.

**Hon. Mr. McNie:** On the other hand, I was down there and they didn't know I was going. In fact I actually went down to their dance, which was the windup of their festivities. Mary and I dropped in one evening and I must say that it was about as well and responsible run an affair as I have attended for a long time. It's not all bad. Carry on!

**Mr. Laughren:** As long as you weren't being given the electric Kool-Aid acid test while you were there, Mr. Minister, everything will be all right.

When the new school, "Z" or "zed", moved out to their own location, there was some real concern that those people, who were very creative people I believe but could not cope with the structure at the regular OCA building, were going to leave for good and would cause very serious problems with enrolment at the Ontario College of Art. I am wondering if you have available the enrolment figures for the Ontario College of Art at the present time, or when the academic year was ending.

**Mr. Gordon:** Mr. Chairman, the enrolment figures that we have are based, as with others, on the December 1 count so they would not give other than what numbers were there at that particular time, and that was 935 students.

**Hon. Mr. McNie:** I might say that the characteristic of the colleges is that the population has always fallen off toward the end of the year.

**Mr. Laughren:** I might say to you that the characteristic of that college now is that the attendance falls off daily. I would like to know, by the way, if you have any attendance figures as opposed to enrolment figures for the Ontario College of Art?

**Mr. Gordon:** No, we do not.

**Mr. Laughren:** If I were you I wouldn't either.

**Hon. Mr. McNie:** I am trying to reconcile all this with your expression of confidence in the creativity of the people who left. Why are you so persuaded that these people were so creative? I am not saying they weren't.

**Mr. Laughren:** I don't know, quite frankly, because I am not a creative person myself, but I suspect that that was one reason they left—because they were creative rather than the traditional kind of people who were interested in art history and in commercial art, and they were more interested in the creative end of it strictly, and that was one reason

they left. The reason I came to that conclusion was because of a number of meetings I had with them, both at "Z" and at the regular College of Art, in the metal workshop. Very innocent meetings.

**Hon. Mr. McNie:** Do you visit the art galleries at all these days?

**Mr. Laughren:** Yes, as a matter of fact, I have been to the College of Art gallery.

**Hon. Mr. McNie:** No, I mean just generally.

**Mr. Laughren:** Yes, although I am no connoisseur.

**Mrs. Campbell:** You just like the hamburger?

**Mr. Laughren:** I think there is a serious problem at the Ontario College of Art though, in terms of attendance. I am wondering what you anticipate as the enrolment for next September?

**Mr. Gordon:** That is very difficult to know exactly, at this particular time of year. We understand that the number of applicants apparently has dropped by approximately one-third from last year's figures. We don't know what the outcome will be finally, as these things have a tendency to fluctuate at this particular time of year.

**Mr. Laughren:** What happens if the enrolment drops in proportion to the number of applications? I know that is an assumption, but if it does what happens to the operating costs? Can they continue to operate without another mass layoff.

**Mr. Gordon:** This will be as with others, under the slip-year programme. We will have a year to look at the problem with them, to assist them as we can, and for them to decide what action will be required.

**Mr. Laughren:** That is all, Mr. Chairman.

**Mr. Chairman:** Does anybody else wish to speak to Item 2? Mr. Deacon?

**Mr. D. M. Deacon (York Centre):** One point I wanted to get a detailed reply on is what is the formula for the federal government's grant to assist the bilingual programme in universities. How much do they give of that five per cent extra you provide? Do they give 100 per cent of the extra?

**Mr. Gordon:** No. I don't have the figure; we can get it for you, say for the next session. But it came to a little over half, I believe, of what we expended this year. The amount

we anticipate spending next year is going up in greater proportion than the enrolment, so it would soon be at best a half.

**Mr. Deacon:** Well, in view of the fact that the question of bilingualism and biculturalism is primarily of national concern, would it not be important for us to make a case for 100 per cent assistance in that direction in that programme?

**Hon. Mr. McNie:** I think we have tried.

**Mr. Gordon:** We have indicated our interests to the federal government. They established this criterion that they are using and are staying with it, which is considerably less than the amount of money Ontario has been prepared to put into it.

**Mr. Deacon:** Yes, I feel that there should be much more made of the fact, because I feel that the pressure should be put on showing we are willing and prepared to co-operate.

**Hon. Mr. McNie:** Yes. This was discussed at the last meeting of the council of ministers, and all the ministers shared the concern to give more support to the bilingual programmes. Without exception, the provinces are prepared, at the ministerial level anyway, to give bilingual education a bigger push than it has been given to date. Personally I think we have a long way to go yet before we do justice to it.

**Mr. Deacon:** Is it also standard procedure in the boards of the universities that there be a limit to the number of terms that any member can serve?

**Hon. Mr. McNie:** There are limits in most of them.

**Mr. Deacon:** It seems to me that it is not a standard procedure, but it seems to me also very important that we have it so that a person may have a three-year term of office, and he can't have more than two successive terms, or something of that sort.

**Hon. Mr. McNie:** I think I assured you at the time we were discussing one of the Acts recently that that was something I felt very strongly about. As a matter of fact, I wrote a letter pursuant to that. Right now this is one of the reasons that as these appointments come up we have some hassles from time to time, because people want to be reappointed. Now, they have good reason for being reappointed—

**Mr. Deacon:** Yes, that is right.

**Hon. Mr. McNie:** —but at least I maintain that if their interest is as keen as they say it is, they are going to continue to support the organization in one way or another. There are all kinds of subcommittees and other ways they can function and make room for others.

**Mr. Deacon:** I am delighted you are taking that position, because I think it is terribly important to have that new blood. Sometimes there gets to be a traditional battle between forces and this can be alleviated by a change in personnel over a period of time. Those are the two points I wanted to make.

**Hon. Mr. McNie:** This is one of the areas where the opposition can help. The opposition has been very helpful to us in this area in the last while.

**Mr. Chairman:** Mr. Cassidy.

**Mr. Cassidy:** Two questions. I would like to take something up with the minister first, if I can find a copy of a speech which he delivered the other day, which is in this material here. Here we are.

**Mr. Minister,** you delivered a speech to a meeting of presidents and board chairmen of provincially assisted universities—which was in the plush surroundings of the Hyatt-Regency, an atmosphere designed to bring them down to earth and to their responsibility to all the citizens of Ontario—and during the course of that speech you asked a number of broad philosophical questions.

**Hon. Mr. McNie:** As a matter of fact, just to set the record straight, I never actually got a chance to deliver the speech, because we were brought down to earth by a number of Maoists who moved in and pushed over several of the tables. I decided that it was more apropos to speak extemporaneously which I did.

**Mr. Cassidy:** So you were closer to the common folk than I may have imagined.

**Hon. Mr. McNie:** I would think they were very common, I might say.

**Mr. Cassidy:** That is sort of the other end of the elite.

**Mr. Minister,** you meant to ask a number of philosophical questions, and I thought of asking you these questions and getting your answers to them.

I am a bit worried about the comments you had to make about the open sector, so to speak, as regards university education, because it seems to me in what you have



said about the COPSE report and the government's response to the COPSE report, and in other comments that you have made about the open sector generally—about continuing education, about non-sequential learning and so on—that there really is not an attitude on behalf of the government at all.

You don't really have answers right now. The best you will say is you have a task force here, you have a response coming down somewhere along the pipe in a few months' time. I just don't think that is good enough.

**Hon. Mr. McNie:** I think that you are taking unfair advantage of us here. You may not intend to, but it is not very long ago that I was alleged to have made a statement which I didn't in fact make, and the select committee on cultural nationalism was quick to jump on me because I was undercutting it.

We haven't been given an opportunity to really examine this subject and I think it would be inappropriate for me to be expressing policy on some of these matters that our task force is looking at, to which we have invited the Council of Universities, the Committee on University Affairs and the Council of Regents and other groups to make contributions. We are going to respond.

I think that I personally have gone on record as attaching a great deal of importance to expanding the educational opportunities and cultural opportunities that are available to people from ages 20 to 85 plus, as well as from 4 or 5 through to 25.

**Mr. Cassidy:** That is fine, but what are you doing about it, Mr. Minister? You have gone on record, that is fine. We are delighted with the intentions.

**Hon. Mr. McNie:** As I indicated to your colleague earlier, we will have a response, and the response will come, depending on the particular subject, in the fall session or in the spring—

**Mr. Cassidy:** This is very frustrating. You are saying, in other words, you will have a piecemeal response; it will come in dribs and drabs.

**Hon. Mr. McNie:** I think that that is true of some of it, yes. If you look at the 90-odd recommendations you will understand why. Some of the things are already being done. The recommendations deal only with the degree to which the government should be supporting them. Some suggestions are even in contradiction.

**Mr. Cassidy:** This is a very frustrating kind of approach you are taking. Since we can't have a full statement here—you are telling us you won't give us a full statement here—would you be willing to promise that you will have a complete statement at some time in the fall, which seeks to answer the recommendations made in the COPSE report, or which deals with that in two or three major chunks rather than doing it in dribs and drabs as you are now proposing?

**Hon. Mr. McNie:** I would hope that we would be in a position to make a substantial answer to the recommendations that are in the COPSE report, yes.

**Mr. Cassidy:** Will there be a substantial answer in an accessible kind of form? Will you make a speech which says: "Look, here are our answers," or release a document from the ministry saying: "Here are our answers, here is where government policy stands at this point"?

**Hon. Mr. McNie:** We may well release a paper which sets out the government's position and invites a response.

**Mr. Cassidy:** Just say "Yes", Mr. Minister.

**Hon. Mr. McNie:** You have asked two questions, I can't just say "Yes".

**Mr. Chairman:** The minister has answered, Mr. Cassidy.

**Mr. Cassidy:** All right.

**Hon. Mr. McNie:** You have been around here long enough to know I don't make all the decisions.

**Mr. Cassidy:** I realize you have to possibly take this up to your policy field, and someone else's policy field, and God, if Bert Lawrence gets hold of it you will never get away with it. But will you come out with a complete statement in response to the COPSE report?

**Hon. Mr. McNie:** We'll come out with a statement in the fall.

**Mr. Cassidy:** All right, we will have to wait and see how that works. What are you doing right now in terms of encouragement of the universities and the other institutions which are connected with this vote, as far as non-sequential learning is concerned?

**Hon. Mr. McNie:** One of the things we have done, of course, as you know, is that we have improved the funding. We have made the funding equitable, that is, the full-time students are getting a five to one ratio.

This can be discussed under the later vote, but we have provided incentive for them to make it possible for part-time students to defray their costs so that they pay them over the whole period of their course and do not have to lay down \$120 right at the outset if they are taking a fee course.

There is no doubt that the universities themselves recognize that the game has changed and that there are a great many people who are going to prefer to pursue their education on a part-time basis.

You are talking about people coming back. I think the universities recognize there are a lot of students who simply have had enough education, and by the time they finish grade 13 they want to find out what it is all about outside before they can go on with it. There are too many people, like some of our teachers for instance, who started school at five and they retire at 65. They married teachers, and they go away on holiday with teachers, and they never really discover what the world outside is all about. This is an area where we hope there is going to be an opportunity for teachers, too, to get out and find out what—

**Mr. Cassidy:** The opportunities are being created for teachers every day, the ones who are fired.

**Hon. Mr. McNie:** Yes; well, they are not always necessarily taking advantage of them.

**Mr. Cassidy:** Some of them are having to take advantage of them, Mr. Minister. But that is another minister.

**Hon. Mr. McNie:** Yes, that is another subject.

**Mr. Cassidy:** Yes, it is your government that is responsible for that. I can't help feeling that what you are telling us, though, about the improvement in the BIU grants for part-time studies, and about the spreading out of tuition fees for part-time courses, these are things that should have been done in the 1960s. Don't you, as a new minister, agree with that?

**Hon. Mr. McNie:** As someone who has been taking extension courses myself for about 15 years, I could hardly argue that there isn't some merit in taking an extension course.

**Mr. Cassidy:** Okay!

**Mr. Laughren:** We don't think you have been over-achieving.

**Mr. Cassidy:** The point I am making is that this should have been done in the 1960s.

Now what are you doing in the 1970s? And not just to respond; the universities, after all, are responding to what one could call—

**Hon. Mr. McNie:** Let me just tell you, let's quit playing around with this.

As far as the universities are concerned, and a great many of our educators were concerned—and that is what we are talking about, we are talking about teachers even more so than we are administrators—their prime interest in part-time studies was to think of BIUs, and the biggest number of students who were taking courses were teachers.

My experience over a period of 15 years was that most of them didn't give a damn about the courses, they were only interested in the fact that it gave them another credit and made it possible to earn another \$200 when they went back in the fall.

I can verify just as recently as the last few months where one of the teachers in one of the universities cut three or four weeks off the course, and the only people who were screaming were the six full-time students who were in the course. The 20 teachers in the course really could not have cared less. I had something to say about that.

**Mr. Cassidy:** Doesn't that suggest something to you about the relevance of those courses and about the emphasis that surrounds them?

**Hon. Mr. McNie:** I am just suggesting that there is a need for recognizing that the community is an awful lot bigger than the community that has hitherto been recognized as being primarily the province of part-time students, that we have to find a way of making it possible for people at Stelco, in my own community, and Dofasco and others, to not only go but to want to go, because quite frankly the opportunities are there.

In my own company you are paid 100 per cent of any of your courses if you wish to go and pursue a degree course. I suppose if the incentive was to earn more money at the end of the year rather than to improve your competence, more of them would be taking advantage of it. I think that if learning is really the name of the game we have to get people more interested and give more importance to learning.

**Mr. Cassidy:** Coming back to the point, has the minister ever sat down with major employers to see whether there was a means by which they could encourage their employees to pursue post-secondary education on a part-time basis?

**Hon. Mr. McNie:** We have.

**Mr. Cassidy:** For example, has the minister talked with universities and with industry to see whether people could work for three or four days a week, let's say, and therefore have not just a couple of evenings to study, but be able to take two or three courses per academic year by taking a day or a day and a half off work?

**Hon. Mr. McNie:** Mr. Cassidy, it isn't quite that simple. It is really a case of motivation.

There are a lot of people who feel today that everybody wants to get educated, given an opportunity; and there are those who feel that is not necessarily so, that a great many people who after they have put a day in at the blast furnace or wherever else they are working, would just as soon put their feet up and watch the television set. Whether they watch sports—there is nothing wrong with watching sports—from 1 o'clock on Saturday to 4 o'clock on Sunday, that happens to be their cup of tea.

At the same time, there is evidence that if we are a lot more imaginative in our approaches to these people than we have been—and that includes a trade union leader as much as it does the president of the company—we can interest a lot of these people to go to universities to do more than just attend trade union seminars, but to actually take courses that would help to develop some of the very considerable resources and the intelligence that these people have.

**Mr. Laughren:** Mr. Chairman, the minister really has smeared a very large number of people in a typical Tory and Liberal approach to a problem by saying—

**Hon. Mr. McNie:** That's nonsense.

**Mr. Laughren:** That's absolutely true; because when you say that the teachers are not interested in improving themselves and are only interested in getting another dollar at the end of the year, and that you have evidence of this, you have witnessed this yourself, you are really condemning the 90 per cent because of five per cent. Just like you do with the students. It is no different. And we are just getting tired of that kind of biased, prejudiced attitude on your part.

**Hon. Mr. McNie:** You know that is nonsense.

**Mr. Laughren:** I don't know it is nonsense. I know what you said is nonsense.

**Mr. Cassidy:** I would just like to add to that, Mr. Chairman. The minister not only says that, but he says that people who are working and who are out in the adult world and have passed the normal years of going to university have to have the motivation to go ahead.

**Hon. Mr. McNie:** A lot of them have the motivation now, but we recognize that because of changing mores, these people, who previously didn't entertain the idea that these were objectives that could be readily recognized, now see them as such.

**Mr. Cassidy:** Your statistical report shows that there were about 50,000 part-time students in Ontario universities in, I think it was 1972-1973. That is, something like one per cent of the adult population of the province were taking one or more part-time courses. Are you suggesting the other 99 per cent lack the motivation?

**Mr. Laughren:** That is what he is suggesting.

**Mr. Cassidy:** Or does it ever cross your mind that in fact there were some pretty grave difficulties for people who do not have the kind of privilege in their home that sort of lets them glide into university directly out of high school?

**Mr. Laughren:** The minister doesn't come into contact with those people.

**Hon. Mr. McNie:** Let's not get into, you know, bleeding all over the place. There are a great many people who are earning very good money who chose to go out on the golf course, quite frankly, and that is their prerogative. Who is to say that isn't the name of the game?

Maybe there are other people who would prefer to go to university. There are other communities in Europe and elsewhere that have exactly the same kind of problems that we have had. They have found it very difficult, notwithstanding some very zealous efforts, to get any better than four or five per cent of their population from what we call the lower and lower middle income groups into upper education. They simply don't see it is a desirable goal.

**Mr. Cassidy:** You are talking about the open sector, are you?

**Hon. Mr. McNie:** I am talking about education, however it is attained. As you know, in Sweden, they have courses of every kind.



**Mr. Cassidy:** I really find that incredible.

**Hon. Mr. McNie:** That isn't incredible, the fact is—

**Mr. Cassidy:** No, I find your attitude incredible. You are just saying you give up, that it can't be helped, it's the natural order of things.

**Hon. Mr. McNie:** I am not giving anything up.

**Mr. Cassidy:** You certainly are. You are saying that if someone comes from the upper class, of course they will arrive on top, and if somebody comes from a lower, working class background, that only four or five per cent of them will go on, because that is the natural order of things.

**Hon. Mr. McNie:** I don't have to—

**Mr. Cassidy:** That is a Tory attitude if ever I heard it.

**Mr. Laughren:** After you smeared them, then you condemn them.

**Mr. Chairman:** Order, please! If you want to discuss the item, Mr. Cassidy, continue.

**Mr. Cassidy:** I am. The minister is being rather provocative, though, and we find it very difficult to come to terms with—

**Hon. Mr. McNie:** That's a twist!

**Mr. Cassidy:** Mr. Chairman, we really find the kind of attitude that the minister comes up with very difficult to live with.

**Hon. Mr. McNie:** Mr. Laughren spoke on that last night.

**Mr. Cassidy:** In 10 breaths, he has condemned the teachers, he has condemned the working class.

**Mr. Laughren:** These are remarks that sit well with the member for Timiskaming.

**Mr. E. M. Havrot (Timiskaming):** You are nuts.

**Mr. Laughren:** Anti-female; anti-labour!

**Mr. Chairman:** Order, please! Mr. Cassidy, will you continue?

**Mr. Cassidy:** Yes.

**Mr. Havrot:** It's typical of the ridiculous remarks you make.

**Mr. Laughren:** That's right, but why not.

**Mr. Cassidy:** It seems to me, Mr. Chairman, that the government should not simply be ensuring that part-time education is on the same footing as full-time post-secondary education. It ought to be going further than that. The government ought to recognize in its policy, and not just in its rhetoric—that is the trouble with you, Mr. Minister, you are full of good rhetoric, but we haven't seen many actions to back that rhetoric.

**Mr. Laughren:** You and Mr. Yakabuski are going to pull the government down.

**Hon. Mr. McNie:** The pot is calling the kettle black here.

**Mr. Cassidy:** We'd like to see some indication that in fact you had gone to sit down with trade unions or with industry, to sit down with the universities, to analyse why it is there is such a disproportionately low number of people from working families who manage to get through to post-secondary education in universities, either on a full-time or a part-time basis.

To simply put part-time education on the same basis as full-time isn't good enough, because you are already aware—or if you are not, some of your officials should have told you—of the biases against working class people getting into universities that exist right now; and that obviously will exist if you put part-time education on the same funding basis as full-time education; it won't be any better.

Now what are you doing? I think the answer you are going to give is "nothing." But you are thinking about it and you have a task force.

**Hon. Mr. McNie:** Oh look, you are taking one chord and playing infinite variations. There is all kinds of work going on with individualized and non-sequential learning and working with employers. All you have got to do is look at some of the CAATs programmes that are going on today and recognize that there is more than one way of people taking post-secondary education besides taking Latin and Greek. And quite frankly—I'm sorry, Mrs. Campbell.

**Mrs. Campbell:** Yes. I am offended. I haven't opened my mouth. It is just like a question of Latin and Greek.

**Mr. Cassidy:** This government incidentally is murdering the instruction of Latin and Greek in the high schools, and presumably the universities.

**Hon. Mr. McNie:** The government is? I see.

**Mr. Cassidy:** Yes, that's right.

**Hon. Mr. McNie:** I didn't realize we are such a bad lot.

**Mr. Cassidy:** It is not the most pressing social priority, sir.

**Hon. Mr. McNie:** In fact there are all kinds of initiatives right now, and I'm impressed with some of the responses we are getting from the trade union people and some of the employers. There is a need for a lot of re-thinking on the part of some of the trade union people, as well as the employers and the government too, in this area.

**Mr. Cassidy:** Can't you be specific, Mr. Minister? Can't you even give me one example?

**Hon. Mr. McNie:** No, I am not going to be any more specific than that.

**Mr. Laughren:** Can't be.

**Mr. Cassidy:** Well, you can't be then. That is all one can conclude on this.

What are you doing about the co-ordination between—

**Hon. Mr. McNie:** What do you mean be more specific? About the kind of work that is being done?

**Mr. Cassidy:** Well, give me an example. You say: Well, we are talking to industry, we are talking to trade unions." Okay. Give me an example.

**Hon. Mr. McNie:** About what? I mean in particular; I mean the kinds of courses?

**Mr. Cassidy:** About making part-time education or adult education in universities more accessible for people who right now are not going, nor can't; about analyzing why it is not happening, and doing something about it.

**Hon. Mr. McNie:** I can soon get you examples if you want examples.

**Mr. Cassidy:** You mean, with that big book in front of you, which is meant to have the answer to every question, you can't answer this particular question?

**Hon. Mr. McNie:** You're not listening to the answer. I told you we would need a shopping cart if we wanted even part of the answers.

**Mr. Cassidy:** I see. What are you doing about co-ordination between universities and other institutions of post-secondary learning

in various communities? How is the ministry encouraging that to take place?

**Hon. Mr. McNie:** Try that one on me again.

**Mr. Cassidy:** What are you doing about—well, let's see what your question was particularly. Will the sectors act co-operatively, or will they jealously guard traditional preserves? That is the question.

**Hon. Mr. McNie:** It speaks for itself, I think. I think that we are implying that there are a great many people in the university field—and this is what we are talking about—who are jealously guarding their preserves. There is no question about that.

**Mr. Cassidy:** Let me go on then. Will a decent co-ordination evolve regionally or will government have to impose it?

**Hon. Mr. McNie:** As far as we are concerned, there are already some very substantial steps being taken in some of the universities and some steps being taken in all of them to correct this. We found that the faculty associations have been most co-operative and most enlightened in their approach.

One of the things they recognize, for instance, is that perhaps the teachers aren't doing a good enough job; that one of the reasons that students are dropping out is that the teachers are not doing the job that they should be doing; and that perhaps there should be more concern for the quality of teaching and the courses available to improve teaching. It isn't good enough to use the same old notes and the pitch that you have been using over 25 years.

**Mr. Cassidy:** The questions in my notes for this part of the estimates were written by the Hon. Jack McNie, incidentally, or rather by one of his speech writers.

This question relates to co-ordination between universities, the CAATs and other post-secondary institutions. You have just spoken about the fact that there is a jealous guarding of traditional preserves between the universities.

**Hon. Mr. McNie:** You are asking my opinion and I am giving you my opinion.

**Mr. Cassidy:** Okay. What is the ministry doing in order to break down these barriers? Does the ministry feel that it is going to have to move in in order to break them down?

**Hon. Mr. McNie:** We hope we don't have to move in too directly, or at all. We are

having conversations with the council of universities. We are having conversations with the faculty associations. We are visiting the campuses. We are encouraged by a lot of the things that they are doing. For instance, one of the things we have been encouraging them to do so that they wouldn't have to let professors go is to take on extra teaching loads without necessarily being paid for it, or being prepared to work at night so that they can take on a part-time and a full-time course at the same time, instead of having two courses. In some universities they have come through with flying colours; others are a little more reluctant, but they are coming, too.

**Mr. Cassidy:** What about the interchange of staff between the CAATs and the universities? What is the ministry doing, if anything, to encourage that?

**Hon. Mr. McNie:** We have talked to both the groups. Again to repeat myself, in some communities they have gone a long way toward exchanging their resources. Others have been very slow about it.

**Mr. Cassidy:** Let's take Hamilton, for example, which you must know. I will give you a good fighting ground.

**Hon. Mr. McNie:** Mohawk and McMaster have been doing a good deal to exchange resources.

**Mr. Cassidy:** Can you give me a good example of it?

**Hon. Mr. McNie:** In the health sciences area they have been extremely co-operative and they are working very well and very closely. As a matter of fact, I think there are some people—I have a little bias—who would say that they are probably showing the rest of the province the way as far as that is concerned.

**Mr. Cassidy:** And what is the minister doing in order to disseminate this kind of attitude and to make it stick in other parts of the province?

**Hon. Mr. McNie:** I wouldn't profess to be doing any of these things myself. What I am doing is encouraging our people and encouraging others who are involved in the health services and social services to promote this kind of interchange.

**Mr. Cassidy:** Don't you see any function for leadership in all this?

**Hon. Mr. McNie:** One of the things that has helped more than anything else is the financial constraints that have been placed on them, both capital and in other respects. It is surprising how creative people can be when they have to be.

**Mr. Cassidy:** Mr. Chairman, the minister has been speaking in generalities for so long that I will get down to a specific question right now.

**Hon. Mr. McNie:** I might add that the boards of governors meet regularly; the administrators are meeting regularly; there are joint meetings of these groups and our people are a party to these meetings. There are a great many things being done. Is there anything you would like to add?

**Dr. Parr:** Mr. Chairman, I think the thing that I would like to add is that it has been my experience that one can't make these things happen terribly quickly. I hate to remind your colleague that I am an engineer.

Obviously St. Clair and the University of Windsor found they had a number of things in common with respect to programmes in technology and programmes in engineering. One can write down great plans on paper for this, but eventually faculty have to know each other, trust each other and see that they are not being undermined in their respective jurisdictions. It is depressingly slow but I think that it has to come that way rather than be forced.

**Mr. Cassidy:** Well, it is depressingly slow. I'll certainly agree with you.

**Hon. Mr. McNie:** It all depends, too—I have perhaps got a different point of view after being involved in business on my own for a number of years and watching other people running their businesses. You know, you can use a bulldozer to get things done or there are other ways of getting things done.

Sometimes the people have a part in it themselves. Somebody said the other day that democratic decisions are quicker and somebody asked how you could rationalize that. The answer was "It is one thing for somebody to make a decision; another thing to get something done." Things get done a lot more quickly when more people are involved in them.

**Mr. Gordon:** I think it interesting to note, Mr. Chairman, that the Council of Ontario Universities and the Committee of Presidents of the Colleges have established a liaison



committee which has joint co-chairmen. They are getting under way.

**Mr. Laughren:** They haven't met yet?

**Mr. Gordon:** I don't know whether or not they have. I understood that it was recently established.

One of the other ways in which I think the ministry is encouraging co-ordinated development is in bringing people together at seminars such as the one next week. A number of people from all sectors will have a chance to meet together and talk about problems relating to this.

**Mr. Cassidy:** I would like to ask what the policy of the ministry is with regard to student representation on the boards of governors of the provincially assisted universities in this province.

**Dr. Parr:** I think that I am correct in saying, Mr. Chairman, that this is a matter which is left in the jurisdiction of the university. The practice varies.

**Mr. Cassidy:** If I could redirect the question to the minister, does the minister not feel that since students are the consumers of the service that is provided at universities and since they wouldn't exist if there were no students to go to them, it would be desirable to have at least some student voice on the supreme governing body of the universities?

**Hon. Mr. McNie:** I think the University of Toronto has set a very good example of what can be done when you introduce full representation of the university community. I would like to see more of the universities finding a way of getting effective student representation on their governing boards.

**Mr. Cassidy:** You would like to see a way? Do you know a way, then, or do you just say you would like somebody to give you one?

**Hon. Mr. McNie:** Because of their histories a great many of these institutions differ. They have come up a different route or road and, frankly, we are not eager to impose any one approach. We would like to see them develop their own approach and some of them are doing very well by it.

**Dr. Parr:** Mr. Chairman, if I might add, one tends to think that student representation on the boards of governors is the crucial matter. Actually, it is no less important, and some might argue more important, that there be student representation on academic bodies

and all other bodies within the universities. This is most generally so not, perhaps, to the same extent in every university but it is very general.

**Hon. Mr. McNie:** Which university were you thinking of where there wasn't adequate student representation, for instance in the decision-making and academic—

**Mr. Cassidy:** Well, Carleton University.

**Hon. Mr. McNie:** There's no academic representation in Carleton?

**Mr. Cassidy:** There are four appointments from the senate to the board of governors at Carleton University. Those can be either students or faculty, however they are generally faculty; and at present time they are faculty. And there is no requirement at all that those appointed be students.

**Hon. Mr. McNie:** Mr. Gordon has some figures here that might be relevant.

**Mr. Gordon:** At the time that the Carleton Act was changed this question was raised, and the students themselves said they were satisfied with the arrangement; and the situation has been the same with all universities. If they seek a change in their Act for different representation, this has been received and debated quite openly.

**Mr. Laughren:** Unlike community colleges!

**Mr. Gordon:** And if the institutions are interested in seeing changes of this nature, they propose them and they are brought before the Legislature where it is looked into.

**Mr. Cassidy:** Well, you can refresh my mind. It seems to me that when the University of Western Ontario was in that situation that in fact they were turned down in their request for student representation on the board of governors. Now I am not clear on the details of that particular case. Can you recall it?

**Mr. Gordon:** The students weren't satisfied with the submission of the university, and chose not to, in their terms, recognize the board that was making the submission.

**Mr. Cassidy:** Yes. And the submission to the university, in fact, was a sudden reversal after a very careful process of consultation, which was tossed out the window after months and months of discussion.

**Mr. Laughren:** It was Waterloo.

**Mr. Gordon:** I think, as Mr. Laughren says, I think you are referring perhaps to Waterloo and its situation.

**Mr. Cassidy:** Yes, I guess so. Well now, the thing is that the minister said there are many paths to these goals, but the experience, for example, at Carleton, with having student representation of the senate, proved to be very important because of certain issues which affect students directly and where the power of the university, of its academic group, or of the business elite that tends to run the board of governors, is being applied against students. There is nobody on this governing body who will, in fact, raise the questions which are terribly important to students.

Now in the case of Carleton University, with the so-called three-course issue which occurred at the time that I was there a year or two ago, it was student dissenter Robin Findley, who raised the questions and moved the motions. I think he probably lost two or three times but, at the same time it kept the issue alive long enough that the community could then continue to discuss it and eventually there was a resolution, some kind of a sawoff.

**Mr. Gordon:** Well, I—

**Mr. Cassidy:** Now that's the case with the board of governors as well. It seems to me there ought to be a guarantee of student representation, that they have at least two representatives on any board of governors. Maybe the figure ought to be higher, I don't know; but at least as a start a guarantee of that many positions so that the students do have some voice at that level. How they get to that point, how those students are selected and appointed, the minister might argue convincingly, ought to be left up to the institution to propose and to the Legislature to approve.

But surely it makes sense, 10 or 12 years after we really began to worry and become concerned and realize the disproportion in power on the university campus, surely it makes sense that some kind of—

**Hon. Mr. McNie:** But I think, Mr. Cassidy, you would recognize that in the last two or three years there has been great advance made in student representation on the bodies which are making the important decisions on the campuses.

**Mr. Cassidy:** There has been progress, yes. I am not that wildly enthusiastic about it.

**Hon. Mr. McNie:** Well, we have made a good deal more progress than some other jurisdictions referred to.

**Mr. Cassidy:** Yes, but that evades the question about the board of governors; and you are not willing to move on that particular issue—is that right?

**Hon. Mr. McNie:** Well, one of the ways we have moved is by getting recently-graduated alumnae onto the boards, which we felt is helpful because they are people who have more time and aren't harassed by examinations and other distractions. That is one way of making sure that you among other things, bring the average age level down in the boards of governors to get closer to the scene.

**Mrs. Campbell:** Is the minister saying alumnae or alumni? I am sure you don't mean alumni!

**Mr. Cassidy:** He is saying alumnae, actually.

**Mrs. Campbell:** I think so.

**Hon. Mr. McNie:** Alumnae, yes!

**Mr. Cassidy:** Splitting the issue right down the middle. I'd like to ask the minister, Mr. Chairman, what the present financing deal is for church-related institutions. I believe that there was some minor amendment introduced a year or so ago, but I am not whether there was a response to the request that had been made by church-related institutions.

**Hon. Mr. McNie:** No, that's a matter that is under study right now. As indicated in my statement the other day, at the time I was speaking to the Waterloo Lutheran matter, which incidentally just today for the information of the committee here was accepted by Waterloo Lutheran by a very substantial vote, and they unanimously endorsed the second motion, we promised we would have some proposals relating to other church-related institutions shortly and we are hoping to. As far as the programme is concerned, right now they are getting basically the 50 per cent which comes from the federal grant toward the post-secondary fiscal transfer.

**Mr. Cassidy:** And they are not getting a dime from the province, is that right?

**Hon. Mr. McNie:** Maybe you would like to speak to the specifics, Mr. Gordon. Some of them actually are drawing more funds than would be indicated by my statement, but it is a little complicated.

**Mr. Gordon:** It is difficult to know what depth you want. Basically, the amount that they receive is more than 50 per cent, because it is 50 per cent of the overall basic operating income. They keep the whole fees, rather than half, and therefore receive perhaps more than 50 per cent. I am not sure what else you want to know.

**Mr. Cassidy:** Right. That means, effectively, they have a funding equal to about 60 per cent of what they have left to pay after they receive the fees.

**Mr. Gordon:** Yes, and this varies further in some institutions with internal arrangements concerning teaching service courses. The University of Toronto, for example, has a special arrangement.

**Mr. Cassidy:** I believe what that means is that where, say, an English professor in Victoria College is teaching a course to engineers, for example, that Victoria receives funding on behalf of that course.

**Mr. Gordon:** Full funding, yes.

**Mr. Cassidy:** I wonder whether the ministry has examined the proportion of religious instruction or religious-related instruction which goes on in these institutions to the total teaching, to the number of teaching hours. How many hours are devoted to religion, student contact or hours whatever figure you want to use?

**Mr. Gordon:** In some institutions, maybe one per cent. I don't know whether it is as much as 10 per cent in any of them that have arts programmes.

**Mr. Cassidy:** I just wonder. It seems to me pretty absurd, particularly at places like the University of Toronto where the church-related part of an institution is in fact an integral part of the university because it provides the college system for the university. I believe this is partially true in other campuses as well, is it not?

**Dr. Parr:** Yes, Mr. Chairman, it is. At the same time, I think it has to be acknowledged that the contribution from the church is very small or negligible.

**Mr. Cassidy:** That's correct. The contribution from churches for anything is getting pretty small, because they are going broke. If you will, we may be dealing with an historical anachronism.

**Hon. Mr. McNie:** I understand from this morning's paper, on the front page, the Ang-

lican Church of Canada has an investment portfolio worth \$10.7 million.

Interjections by hon. members.

**Mr. Cassidy:** And the Province of Ontario has got \$7 billion; let's put this into proportion.

**Hon. Mr. McNie:** I was just replying to your comment about being broke.

**Mr. Cassidy:** Right.

**Hon. Mr. McNie:** But, again, on the subject we expect to have something to say pretty shortly.

**Mr. Cassidy:** Can you give us any indication? It seems to me that in cases where these church-related institutions are connected with a larger university at any rate, because I suspect they may not want to encourage a proliferation, that it should be possible to provide a level of support which is only marginally different from what is provided for comparable institutions that are not church-related.

**Hon. Mr. McNie:** We agree that there is a need for improving and supporting these institutions and we are just trying to find a way of coping with it.

**Mr. F. Drea (Scarborough Centre):** Might I ask a question? What about the theological college itself? Is that being included in your support?

**Hon. Mr. McNie:** I must confess, Mr. Drea, it is rather difficult. They have just presented a paper to the policy field and it's on its way through now. It is a field position now rather than just a ministry position.

**Mr. Drea:** I didn't want the details. What I was really asking was if the—

**Mrs. Campbell:** Is it now?

**Mr. Drea:** —theological one is not included in anything now?

**Hon. Mr. McNie:** No, that's right. It isn't. At MacMaster or any other university which has become provincially assisted the theological part is regarded as a separate entity. They get 50 per cent.

**Mr. Drea:** Does the theological seminary get the federal funding as well?

**Mr. Gordon:** Yes, they have historically received federal funding and, therefore, they continue to get it on the basis of those students in theology.



**Mr. Drea:** What confused me when you answered the question of the member for Ottawa Centre was you said that some institutions get from one per cent up to 10 per cent. I noticed you qualified it by saying arts. Certainly in a theological college it would be—

**Mr. Gordon:** I understood the question to be referring to those institutions where they are offering arts. Even if you take the arts-theological component, I doubt if there is an institution which has both where it is more than 10 per cent. If you take Knox College at the University of Toronto, then it is 100 per cent because that is all they offer. I didn't understand that to be the context of the question he was asking, in terms of the amount of religious instruction in arts.

**Mr. Drea:** Just to go back to it for the last time. Did I understand you correctly, Mr. Minister, when you said that this aspect was also included in the field position of whatever your description is?

**Hon. Mr. McNie:** There was a recognition of it. Are you talking about theology?

**Mr. Drea:** Yes.

**Hon. Mr. McNie:** Well, the question of theology is entertained in the paper.

**Mr. Drea:** Yes.

**Mr. Chairman:** Mr. Smith, you are sure you want to talk now, do you? You have been on the list quite some time.

**Mr. R. S. Smith (Nipissing):** Yes. I have just one or two short questions. The first one is in regard to French language education.

I would like to ask the ministry, since Laurentian is designated as a university that will provide French language education, is it their intention to have provided in that university a full range of subject matter in the French language?

**Hon. Mr. McNie:** I think I can answer you; correct me if necessary. We have had very recent discussions with them and we are encouraging them to move along as fast as they think it's appropriate. We have asked them to give us their proposals, including what they consider to be their costs, to carry out this programme. Is that right?

**Dr. Parr:** Yes.

**Mr. R. S. Smith:** Yes, that's as far as the costs of extending the programme are concerned. Up to now, as I understand it—and

it is very hard to understand what has gone on in this area because there have been some problems and you alluded to those earlier. What is the spectrum of French language instruction at the present time at Laurentian?

Secondary to that, what studies have you people done in regard to the future demand for French language instruction at the post-secondary level, specifically insofar as the northeastern part of the province is concerned where, for the first time in the last three or four years, there has been French language instruction offered at the secondary level?

**Hon. Mr. McNie:** I am going to ask Mr. Gordon to speak to this. We recognize that there have been changes in the last few years at the secondary level which are going to have quite an important effect on the universities. I think Mr. Gordon might speak to this.

**Mr. Gordon:** In the preliminary report of Laurentian University entitled, "Planning for Tomorrow" which is under consideration by the university—as we understand it, it has not yet gone through the senate—they report on one of the big problems they face. If I might quote from this report:

There is a second major obstacle in the way of meeting the educational needs of the Francophone population. In 1961, there were 166 students enrolled in English courses at Laurentian and 89 in French language courses. Thus, at that time the English language section of the university accounted for 65 per cent of the total enrolment and the French section for 35 per cent.

In 1972 the English language section accounted for 85 per cent, 1,623 students, while the French language section accounted for only 12 per cent, 235 students. During this 11-year period when enrolment in English language courses increased about 10 times, the enrolment in French language courses increased only three times.

It is clear that Laurentian must attract more students into its French language programmes if it is to develop those programmes to meet the needs of the region. Indeed, since Laurentian is one of the two bilingual universities in Canada, its concern has even broader implications.

That is the thing that is a matter of discussion at the present time, and has been for some time.

The breadth of courses is in some ways a chicken and egg problem: if you don't offer

the variety of courses the students aren't going to come; if you do offer them and you don't have the enrolment, then you may have financial problems.

We've asked Laurentian to give us their analysis when they've completed their own plans, rather than taking a straight course-by-course basis—looking at what we feel needs to be done in the way of programme offerings, how much this will cost, and how this relates to the kind of funding we could expect to receive in a development situation.

In many ways this might be analogous to the former grants that were given for emerging institutions, if you treat this as an emerging problem. It's a long-range problem though, and one also has to bear in mind whether or not it is solely emerging, or whether it is going to be a continuing problem where they should receive special funding on a basis of what is required by the area on an almost permanent basis.

**Mr. R. S. Smith:** It is fine to say that there is some study being done now. But the problem obviously stems from two basics. First, the offerings that have been made have not been broad enough to attract the people, and Laurentian obviously hasn't had the funds to broaden the offerings that it was making.

**Hon. Mr. McNie:** But there is a third one too, that I think you ought to entertain.

**Mr. R. S. Smith:** Oh, yes, but I haven't got to the second one yet, so you don't know what it is.

The second one, is that generally speaking the Franco-Ontarians in the area, up until the last three or four years, have not had an opportunity at the secondary level to continue their education in the French language.

Of course, thirdly, there is the opinion of some Franco-Ontarians that somewhere through their educational process they have to move from French-language into English-language instruction.

However, I think that that problem, as far as enrolment is concerned, at least is going to wane. Those people who have that opinion are becoming less and less within the Franco-Ontarian community.

But the minister indicated that there is a five per cent differential, which obviously will not come near to meeting the financial requirements if a broad offering is to be made as far as the French language is concerned.

The other thing that really bothers me is that people keep referring to Laurentian as

a bilingual university. We've gone through that at the primary level and at the secondary level and I don't know two people who really agree on what bilingual education is. I should think it should be the policy of this ministry that it talks of Laurentian as a university that provides instruction in two languages—and not confuse the issue by calling it a bilingual university.

**Hon. Mr. McNie:** This is a very important point that you are making—

**Mr. R. S. Smith:** Right!

**Hon. Mr. McNie:**—because what inevitably happens, and I suspect it is happening at the University of Ottawa, is that we are getting a unilingual university rather than a bilingual one, in a sense. There is nothing wrong with this except it is not as easy to achieve as some would think it is. This is why we certainly welcome your representations or anyone else's here. Mr. Monahan would too, because it is a very difficult job.

**Mr. R. S. Smith:** I would suggest from the experiences of the Ministry of Education and the local boards of education that have tried to establish French-language instruction, that any type of bilingual education, however you try to describe it, has not been successful. You have to have a decision as to whether you are going to have French-language instruction or English-language instruction.

**Hon. Mr. McNie:** The question is whether you have, for instance, two unilingual schools operating side by side. We are looking at this at one of the community colleges right now. We've got a very excellent report from Algonquin on the subject.

**Mr. R. S. Smith:** Algonquin. And further to that you are going to have to look at it either at Cambrian or at Canador.

**Hon. Mr. McNie:** That's right, but we are.

**Mr. R. S. Smith:** Yes, because obviously either or both. I don't know whether it will be financially feasible to do it at both. But obviously the answer is pretty clear. There is no such a thing as bilingual education that works effectively, or that the people who are striving to have their instruction in the French language find nearly acceptable. In other words, I suggest you have either French-language instruction or you have English-language instruction, and it would have to be clear which is the case.

But the thing that kind of bothers me is the fact that perhaps Laurentian is doing this

now, but I think that as far as the provincial government is concerned, if it is serious in its intention to go ahead with French-language instruction there has to be an in-depth study among the Franco-Ontarians to find out just how many students will be available to Laurentian. I don't know that Laurentian is doing that in northeastern Ontario; they may well be doing it in the Sudbury basin. But the Franco-Ontarian is more populous outside of the Sudbury basin than he is in the Sudbury basin.

**Mr. Gordon:** They do address themselves to that very subject in this report. And in fairness to the institution, I think it should be noted that they have had some other difficulties that are not necessarily bilingual problems in the past years. And they have been asked in past years to give an indication of where they intend to go, what they intend to do, what would be their academic plan for just this component. They have been unable to come to grips with it until now. This is the first report we have had where they have done a planning study and developed a very well-documented basis upon which to move.

I think there is a new direction in that institution now which should be encouraged and is being encouraged, and which will allow them to then determine what they would like their future to be, what they see as the scope based on enrolment, potential enrolment and other factors. Then, and only then, can we really help them in coming to grips with the problem of financing the programme. Because if they really don't have the direction, or know what direction they wish to go and just say, "We need more money," it is very difficult to justify the added funds for that purpose.

**Mr. R. S. Smith:** I know you said earlier you don't like to speak about courses, but how many courses now are offered in French language at Laurentian?

**Mr. Gordon:** Yes, the total number of courses in 1972-73 was 606 in English and 125 in French. I am reading from their report.

**Mr. Laughren:** Eight per cent.

**Mr. Gordon:** Well, about—

**Mr. R. S. Smith:** About 16 per cent of their courses are offered in French and, what, about 12 per cent of their enrolment?

**Mr. Gordon:** It isn't that high.

**Mr. Cassidy:** Could I comment on that for a minute, just to say this; this is an institutional kind of report and it is being talked about in an institutional kind of a way; and I am merely talking to the minister now. Has the ministry looked through the institutions to the Franco-Ontarians in northern Ontario who might be going on to university, in order to analyze the problems there. Laurentian is obviously having a bad time because it has to put more resources than the student body would justify into Francophone education. That is because they have a very small Francophone group.

Now, there are two or three things you can do about that. You can put up with the situation as now, you could cut back and cut back and eventually throttle any access to post-secondary education in the Sudbury basin in northern Ontario for Francophones—or you can look at ways of finding an increasing enrolment of Francophones.

Now, isn't it evident to the minister among other things that Franco-Ontarians in northern Ontario and in eastern Ontario have incomes which are significantly less than the average of the rest of the population—something like 20 or 25 per cent—and that has a very significant effect on the financial ability of Franco-Ontarians both to complete secondary school and to afford the cost of post-secondary education? If that has occurred to the ministry, what are you doing about it?

**Hon. Mr. McNie:** Well, the student awards are available to Francophones just the same as they are to people who are English-speaking. And those from lower-income families stand to profit very substantially from the new improvements in the plan.

**Mr. Cassidy:** They have to take out an \$800 loan just like anybody else.

**Hon. Mr. McNie:** But they also stand to get some very substantial grants if their income is as low as you indicate.

**Mr. Cassidy:** Sure, but they have to take an \$800 loan at a flat rate—

**Hon. Mr. McNie:** Well, let me suggest right off then, I will grant you that this is one of the equations that has to be looked at in the north country—

**Mr. Cassidy:** Sure.

**Hon. Mr. McNie:** —in these areas, as in other areas.

**Mr. Cassidy:** As in other areas as well.



**Hon. Mr. McNie:** I think that this is something that Dr. Monahan and his people are looking at very closely, because, believe me, they are just as concerned as you and I about having a viable French-language programme. They realize that no matter what their faculty and their course proliferation, they are going to have to have students.

**Mr. Cassidy:** That's right. Autonomy is all very well, but when they come and beat on the doors down here, because their problems begin down here, it is pretty tough for them to exercise autonomy.

**Hon. Mr. McNie:** I can't speak for Dr. Monahan—he is not here—but I would gather that he is very happy at the moment with the rapport and the understanding he has with the ministry. Between us we will work something out which I think is going to improve that. There is the opportunity for the—

**Mr. Cassidy:** Well, that's an institutional problem. The ultimate purpose of it is to provide a good access to Franco-Ontarians from northern Ontario, and that isn't working. The figures that were given here earlier indicated that the Francophone enrolment is not growing at a very significant rate at the universities.

**Hon. Mr. McNie:** It is growing very substantially in other parts of the province, and I think it will up north.

**Mr. R. S. Smith:** Well, part of that problem has been that there is a certain faction within the Francophone group that believes post-secondary education should be available to them in English rather than in French. But, as I said before, I think that feeling among the Franco-Ontarians is diminishing and they are becoming much more strongly in favour of obtaining their post-secondary education in the French language.

But then there are a number of other social factors, among which is the one the member refers to, that they are generally in the lower and middle income groups because of the educational opportunities that have not been available to them in the past; and, because of the drop-out rates between grades 8 and 9, they couldn't go ahead into the secondary level in the French language. But those things are changing.

Perhaps the main change that has taken place over the past 15 or 20 years, and more so now that they have their own secondary schools, is the fact that the school system is becoming the cultural centre of the Franco-

Ontarian, rather than the parish and the church as in the past. Also, of course, the emphasis is now much stronger in that community on education than it has been in the past.

All these factors, I think, will lead to a much greater demand at the post-secondary level, which should be felt within the next year or two, and I am worried that perhaps Laurentian won't be prepared to accept those graduates who are going to come out of the eight or nine French-language secondary schools that are now established in Sudbury, Nipissing and one or two other places in the north—and obviously there will be many more established within the next few years, particularly if the other ministry moves on changes in the legislation.

**Hon. Mr. McNie:** It might be interesting sometime, when Dr. Monahan is down, for several of us to have a visit with him to discuss his plans and some of your concerns. I am not passing the buck; I think it would be very useful. I am interested in your contribution, and I think he would be interested too.

**Mr. R. S. Smith:** The other subject I wanted to touch on a bit is the question of non-Canadian faculty in the universities, and I know that there was some mention of that along the way. Obviously it has been rather difficult for the select committee that has been looking into this to obtain the facts from the universities; in fact, it is four months, I guess, since they were requested. The committee yet does not have all the facts that it requested from the universities in a form that it can look at and draw comparisons.

The minister indicated yesterday, and I think I am paraphrasing him correctly—I don't want to go through that again about what the minister said and didn't say, because we had that once around a few months ago—but I think the minister indicated yesterday that he agreed with Mr. Laughren that there shouldn't be any quotas placed on the numbers insofar as—

**Hon. Mr. McNie:** I think I said that we preferred that we would never have quotas.

**Mr. R. S. Smith:** But is the ministry prepared to accept some type of a monitoring of the appointments that are made by the universities insofar as the citizenship of the professors is concerned?

**Hon. Mr. McNie:** I would personally be very reluctant to do that.

**Mr. R. S. Smith:** You don't believe that it is the position of government to involve themselves at all, really?

**Hon. Mr. McNie:** No, I wouldn't say that; I think there are ways that the government can get involved.

**Mr. Cassidy:** It's called a two-handed exercise.

**Hon. Mr. McNie:** It might come as a surprise to some people on the left, but some of the most useful things are done quietly and not in the public print. There are things that can be accomplished without a lot of fanfare; you don't get a lot of credit for it but sometimes problems can be resolved.

**Mr. Cassidy:** That's just an excuse for copping out from accountability.

**An hon. member:** Like the Elliot Lake goof-up.

**Hon. Mr. McNie:** That's a point of view, I haven't had enough experience over the years.

**Mr. R. S. Smith:** I don't know if you would like to call them quotas—I don't call them quotas—but what about some kind of a guideline that should be established and the universities be at least asked to follow and to come up to a certain type of standard?

**Hon. Mr. McNie:** You have one in mind obviously. When will you be giving us the guideline that you people have worked out?

**Mr. R. S. Smith:** You mean the committee?

**Hon. Mr. McNie:** You know, I wouldn't want to undercut you. You have been working at it very hard. When can we expect to see this report?

**Mr. R. S. Smith:** We won't have to look back at this tape.

**Hon. Mr. McNie:** No, I am being serious. I am repeating what I said the other night, but there was some very strong encouragement given to the universities to try to correct what had looked to be, and in many instances was a bad situation. This had grown up through the years; we all know the history of it.

There was a tendency, in my opinion anyway, to stress PhDs too much. There were people probably with MAs and maybe even BAs who could have filled some of the faculty positions to just as good advantage as some of the people who ended up filling

them. But some of our educators don't agree; they set a higher store on PhDs than others. Sorry, Jim.

**Dr. Parr:** No, I am not one.

**Mrs. Campbell:** Maybe we could get some of those who are driving taxis.

**Hon. Mr. McNie:** But as a result, one man is not making this decision now; he is not supposed to be, in any responsible university. It's a committee that is making the decisions. The positions are being advertised and I think there is every evidence that there is going to be an improvement in this area.

There already is, and there is going to be a greater improvement. The only reason there hasn't been a greater improvement, as I said yesterday, is because we haven't been enlisting more faculty in the last year or so as a result of the declining enrolment.

**Mr. Cassidy:** Sure, you pack the universities and when the Canadians are ready to go in, there are no places left.

**Mr. R. S. Smith:** An offshoot of this, then, is the question of post-graduate education. Is there encouragement by the ministry to the universities to establish post-graduate schools, or do we have a situation where it is remaining static there? Obviously if we are going to look at the long-run—and I know some people say that there are PhDs who can't obtain employment at the present time—we are never going to appreciably change the balance; if you want to talk about the balance and I don't know if you do or not, but it's around 62 to 38 per cent—that's about the approximate anyway.

But if we want to appreciably change that balance, and if we are going to continue at the university level to hire people who have PhD degrees, then, of course, the only way that we are going to do that is to have post-graduate schools that are going to offer these degrees. So perhaps one of the areas of eventual change is the encouragement of the establishment of post-graduate schools, perhaps in a number of some of the smaller colleges where that hasn't been done.

I realize that some people might say that there's an employment problem there now, but there are interim measures that can look after that type of thing until there are positions available at the universities for those people.

**Hon. Mr. McNie:** Maybe it is not so much that we need more graduate schools, it may be that we need to make better use of some of the graduate schools we have. This is one

of the subjects that is being looked at by ACAP as to whether or not the exercise is worth all of the money and all of the effort that has been spent on it.

We would like to make it possible for universities that don't have post-graduate programmes to be funded to the extent that they are not encouraged to enlist or start a post-graduate programme simply to get larger funds or bigger BIUs, which I suspect has happened sometimes in the past.

**Mr. R. S. Smith:** You asked when the committee would be reporting and I presume the committee will be reporting as soon as it can extract the information out of the university presidents—the basic, factual information instead of a lot of figures that are thrown around.

**Hon. Mr. McNie:** I saw some figures the other day that seemed to be pretty impressive insofar as an indication of the number of deans and the number of—

**Mr. R. S. Smith:** Well, I don't think the final figures—

**Hon. Mr. McNie:**—people from the United States, or from Britain, or from other countries, who were holding down faculty departmental positions.

**Mr. R. S. Smith:** Maybe your ministry has got them but the committee hasn't.

**Hon. Mr. McNie:** I had them at the same time as you did.

**Mr. R. S. Smith:** I think I am correct in that. You ask the chairman. It has been four months and we have had all kinds of computer excuses and everything else for not having had them. But we just haven't got them, up to now anyway.

**Hon. Mr. McNie:** What is the last word?

**Mr. R. S. Smith:** I don't listen for the last word any longer because the last word is never the last word.

**Hon. Mr. McNie:** I noticed you were meeting today, or was it Tuesday?

**Mr. R. S. Smith:** We met Tuesday and they were not available then.

**Hon. Mr. McNie:** Have they indicated they won't provide them?

**Mr. R. S. Smith:** No. They won't provide them in the form we originally asked for but they are going to provide them in the form

which they consider to be appropriate. We haven't got that yet.

**Mr. Cassidy:** Why do you refuse to provide them, Mr. Minister?

**Hon. Mr. McNie:** We haven't got them.

**Mr. Cassidy:** Well, why don't you get them, then? Surely the universities, which are funded almost completely by the province, can preserve autonomy while at least being accountable? Having this story about the way in which this particularly crucial matter is being dealt with, you know is—

**Hon. Mr. McNie:** It would be a lot simpler if we had a record. The fact of the matter is, as we indicated some time back, we used to accumulate it and in the interests of trying to simplify things and to save the taxpayer some money—to your surprise, perhaps—we worked with the people in Ottawa to develop a uniform approach across Canada. We were interested in getting figures not only for Ontario but for the rest of Canada.

At that juncture and this was a decision made jointly by the Committee of University Affairs, the ministry and COU, we leaned on the Statistics Canada. That hasn't turned out to be as helpful or as fruitful as we had thought. It hasn't produced the information as quickly, certainly as we thought nor in the detail we had anticipated. We have had a hard time getting a breakout.

**Mr. R. S. Smith:** The problem here as well, just to inject, is that the information is available from Statistics Canada in a much more detailed fashion than the university presidents are willing to make available to the committee.

In other words what is happening, as I understand it, is that this is all being brought out through the computer by Statistics Canada. It's going back to the university presidents and Mr. MacDonald—I think the name is; he is the secretary—is going to go through these statistics and remove some statistics that would indicate the citizenship of individuals. Then we are going to be provided with that information.

I think it could be made available a lot more quickly and, perhaps would be more significant, directly from Statistics Canada than the finished product we are going to be handed by the university presidents.

**Hon. Mr. McNie:** My understanding, to answer the question of the member for Ottawa Centre, is that your people were reasonably satisfied at least with the information



you were getting. It was a question of what kind of an issue we were going to make out of it at that juncture. I haven't heard anything further from your committee or from the universities since in that respect.

**Mr. R. S. Smith:** We haven't heard either. That is the problem.

**Hon. Mr. McNie:** You say you haven't heard. I have seen figures—

**Mr. R. S. Smith:** Oh, we have some.

**Hon. Mr. McNie:** I think there have been some substantial figures, some of which have been reassuring, in my opinion.

**Mr. Cassidy:** But not in the field of social sciences and management Mr. Minister.

**Hon. Mr. McNie:** I believe there were, yes.

**Mr. Cassidy:** The problem is you are spending \$100,000 or more in these estimates on a cultural policy task force. In the meantime there may well be grave problems about the kind of social science, the kind of humanities, the content of courses which are being taught to people who will be running the country or running the province before very long.

**Hon. Mr. McNie:** You oversimplify this, too, because a very large proportion of the Canadian students graduating from Canadian universities are going to the US to get their post-graduate work and coming back and teaching Canadian students, based on models and theses and what not that are being prepared in the US or in some other jurisdiction. So it isn't simply a matter of what your citizenship is or where you have been born, and I think we do a disservice to the community to oversimplify this. Is there anything you wanted to add to this?

**Dr. Parr:** No, I haven't.

**Mr. Chairman:** Mrs. Campbell?

**Mrs. Campbell:** Mr. Chairman, I have a couple of observations. First of all, I cannot sit here quietly and listen, to allow silence to lend assent to statements which have been made here about the self-interest of any group in the community, because if ever it is a case of the pot calling the kettle black, when a politician, particularly a minister, talks about the self-interest of any group in the community, it is simply outrageous. There are self-interested people, I suppose, in any activity in life.

**Hon. Mr. McNie:** So I might understand, who are you referring to?

**Mrs. Campbell:** The self-interested teachers! I object to this sort of statement. I think it is the kind of statement that ought to be made, with the greatest respect, in the presence of people to whom you wish to make that statement, not in their absence, and I think it is a cowardly sort of explanation.

**Hon. Mr. McNie:** There are a number of them here. I would say a good third of the people in the room here are teachers, Mrs. Campbell.

**Mr. Laughren:** You are going to be haunted by that statement.

**Hon. Mr. McNie:** What statement in particular are you referring to?

**Mr. Cassidy:** The one that said the teachers had no interest in post-secondary part-time education.

**Hon. Mr. McNie:** No, I didn't say it exactly like that.

**Mr. Laughren:** Doing it for show.

**Mr. Cassidy:** That's right, they were just taking it in order to get more money. It was a slur.

**Hon. Mr. McNie:** And there were a good many in the trade.

**Mr. Cassidy:** A smear.

**Mrs. Campbell:** Following that—

**Mr. Cassidy:** Slander as well.

**Mrs. Campbell:** —the minister also stated that it is amazing how creative some people could be when they had to find money. I would certainly suggest that this ministry, of all ministries so far, might become more creative and do more work in the policy field if it didn't have quite as much fat as it has to do things for which it has no explanation. Having made that statement I would like to ask a few questions. First of all, we have been discussing the matter laterally of those in our institutions who influence our culture, influence our educational programmes, who are not Canadian, and who had no intention of ever becoming Canadians. My remarks are addressed only to those people, because anyone else who wishes to become a Canadian doesn't fall within that category. I would like to address myself to OISE. I recognize the fact that for some reason, which it isn't possible for me to understand, this particular operation is not reporting through this minister. I would like to know first, why not?

**Mr. Chairman:** Mrs. Campbell, there are many areas where different institutions receive transfer funds from many different ministries and they must be reported through a single ministry. OISE happens to report through the Ministry of Education.

**Mrs. Campbell:** Mr. Chairman, could I ask the minister if he could explain why it doesn't report through this ministry, if the chairman hasn't the answer. It seems to me it is a perfectly proper question to put.

**Hon. Mr. McNie:** I haven't begged off the question. I think that a very large part of the funds—I don't know exactly what part of the funds—a very large part of the funds come from the Ministry of Education by way of contract for work that is being done at OISE. I think, certainly as far as the research is concerned, by far the greatest part of their funds are derived from studies being done for the Ministry of Education now. On the other hand, the other institution which has a similar name, the OECA, reports to us even though half its funds come basically from the Ministry of Education by reason of contract. I suppose one might have put them in under the Ministry of Education except that there seemed to be a feeling on the part of the government, and I think in this case with good reason, that because of the cultural overtones involved in the ministry that it belonged in our ministry.

**Mr. Laughren:** And the Premier's air force reports to the Minister of Natural Resources; very logical!

**Mrs. Campbell:** I think it shows exactly how difficult it is to follow the whole progress through estimates because to me all of this is an effort to really hide the ramifications of many of these particular functions.

**Hon. Mr. McNie:** I don't accept that.

**Mrs. Campbell:** No.

**Hon. Mr. McNie:** I agree it makes it difficult to follow.

**Mrs. Campbell:** It is supposed to be originally concerned with educational research and no one is quarreling with that function, if in fact that function is being carried out. I would like to know what type of research they have done for this ministry.

**Mr. Gordon:** We have contracted very little to OISE; in my memory only one project—and that was several years ago relating to student assistance. The primary reason is that when OISE was set up the grants were given for research to OISE on an unrestricted basis.

That is, they had the opportunity of studying what they wanted to with them and this was primarily designed for research in education beyond the elementary-secondary level.

Our ministry had not been deeply involved in those particular programmes. Now they are in a position where they can show interest and participate, as can any other institution, in those funds that we have for contract research for specific projects and submit proposals just as any other institution.

**Mrs. Campbell:** Well, Mr. Chairman, if this ministry were asking for research from this organization, would they be interested in knowing just what proportion of persons in this institution are not Canadians and have no intention of ever becoming Canadian?

**Hon. Mr. McNie:** I think we are all interested in this subject. Nothing I have said, I hope, would suggest that we aren't interested.

**Mr. Cassidy:** But you don't want to pursue it to find out.

**Mrs. Campbell:** The way in which the answers have been given today to the question of the University of Virginia, to OISE, really there appears a lack of concern about development of a culture of our own which I think is what most Canadians want. I began to wonder quite frankly if you might ask OISE to do a research project on whether or not it would be less expensive if we simply asked the United States to take over our educational programme here and perhaps put us on some sort of computer.

**Hon. Mr. McNie:** Well, just one brief comment. One of the things I think that we are doing—

**Mr. Cassidy:** I hope you take seriously the policy suggestions of the Liberal Party.

**Hon. Mr. McNie:** We are growing up and we are recognizing scholarship is international and just as Toronto's city hall could be built by a Finnish architect and built very well.

**Mrs. Campbell:** In a world competition, yes.

**Hon. Mr. McNie:** I think that our concern is that we are competing, too, in the world markets in many, many ways. As long as there is fair play at the university level when these decisions are made, I think the government here has done its best.

**Mr. Chairman:** Mrs. Campbell, it is six o'clock. It is time to adjourn. We will reconvene tomorrow after the question period.

The committee adjourned at 6 o'clock p.m.

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# Legislature of Ontario Debates

## **STANDING COMMITTEE ON SUPPLY**

**Estimates, Ministry of Colleges  
and Universities**

**Chairman: Mr. S. B. Handleman**

**OFFICIAL REPORT — DAILY EDITION**  
**Third Session of the Twenty-Ninth Legislature**

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**Thursday, June 7, 1973**  
**Afternoon Session**

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**Speaker: Honourable Allan Edward Reuter**  
**Clerk: Roderick Lewis, QC**

**OFFICE OF THE SPEAKER**  
**PARLIAMENT BUILDINGS, TORONTO**  
**1973**



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# LEGISLATIVE ASSEMBLY OF ONTARIO

THURSDAY, JUNE 7, 1973

The committee met at 3:38 o'clock, p.m., in committee room No. 1; Mr. S. B. Handleman in the chair.

## ESTIMATES, MINISTRY OF COLLEGES AND UNIVERSITIES

(continued)

On vote 2402:

**Mr. Chairman:** When we adjourned last night, Mrs. Campbell, you were speaking on item 2 of vote 2402.

**Mrs. M. Campbell (St. George):** I wonder if I might revert for a moment simply to ask a question about OISE as a result of the letter which appeared in the *Globe and Mail* this morning. I would ask the minister if he would be prepared to take into consideration the opinions of this author, in which he says: "Having been out of town for a while I have only now read the fatuous defence of mediocrity in education put forward by one Craig S. Dunn in his letter of May 5. Mr. Dunn's opinions exemplify precisely the attitude which makes the Ontario Institute for Studies in Education so harmful an institution." He further states, "A person who does not speak and write his language well is intellectually and socially crippled." There are many other such passages.

I am drawing it to the attention of this minister, being quite aware of the fact that OISE does not report through this ministry, but with the fact in mind that this ministry does support OISE to a very substantial extent.

I would like to know if somebody could tell me something about the background of Mr. Dunn. Does anyone here have that?

**Mr. Chairman:** Mrs. Campbell, I really think I must come down a little hard and rule that question out of order. The Minister of Education answers to the Legislature for OISE and questions concerning the operations of OISE should be put to the Minister of Education in his estimates.

**Mr. Campbell:** Well, Mr. Chairman, may I point out that if we had a democratic approach to these estimates we could be in a position to move that moneys payable to OISE by this ministry should be deleted. Now, having that in mind, surely it is not out of order to inquire as to the opinion of this ministry as to the qualifications of OISE to have grants of this nature?

**Mr. Chairman:** Well, Mrs. Campbell, I consider the question out of order. I think you can move the motion that you suggested at any time you wish, since it is in the estimates. There is an amount and you have been advised of the amount; you can move to have the estimates reduced by that amount. But I insist that the question concerning the philosophy of OISE or the personnel of OISE must be put to the Minister of Education.

**Mrs. Campbell:** Very well, it is now a matter of record in any event.

I am not going to touch on the matter of Ryerson again because I think I made my position abundantly clear two nights ago on the question of the open college programme and of the radio station.

Now I would like to know something about the College of Art. Am I permitted to ask something about who operates it, what is the board and what is the personnel of the board which operates the Ontario College of Art?

**Dr. J. G. Parr (Deputy Minister):** I don't think we have the names of the personnel of the board of the College of Art with us.

**Mrs. Campbell:** You don't know?

**Dr. Parr:** Oh well, we can find it but it is not material that we happened to have brought in with us, Mrs. Campbell.

**Mrs. Campbell:** And you wouldn't know who the chairman and vice-chairman would be, for example?

**Hon. J. McNie (Minister of Colleges and Universities):** Dr. Best from York University is the chairman.

**Mrs. Campbell:** And the vice-chairman?

**Hon. Mr. McNie:** I don't know who the vice-chairman is at the moment.

**Mrs. Campbell:** Very well then, that will be provided.

**Hon. Mr. McNie:** The past president was Mrs. Poole, who has just retired. We will have the names of the people for you shortly.

**Mrs. Campbell:** Thank you. That concludes my remarks on this item, Mr. Chairman.

**Mr. Chairman:** Mr. Laughren.

**Mr. F. Laughren (Nickel Belt):** Thank you, Mr. Chairman. I shall not prolong the debate on this particular vote much longer. I can't speak for other members who might dribble in, of course.

But I am wondering what the ministry has done in terms of weighting for the BIUs—w-e-i-g-h-t weighting. I am thinking, for example, of the social services programmes in the universities.

**Dr. Parr:** Social work?

**Mr. Laughren:** Social work programmes, yes. I believe that they had a normal undergraduate rating, although there may have been an increased weighting for it because of the nature of the field work.

**Dr. Parr:** Yes, what happened, I think, Mr. Chairman, with the schools of social work, if I may speak qualitatively, is that they found that the original formula weight was unsatisfactory because other sources of revenue relating to field work were withdrawn. There was, therefore, an interim arrangement made, in order that they could be sustained, and I believe the formula weight is currently under review.

**Mr. Laughren:** But what is the weighting now? Do you have that available?

**Mr. F. J. Kidd (Executive Director, Common Services Division):** It is a 1.0 weighting.

**Dr. Parr:** It is 1.0.

**Mr. Laughren:** Yes, because I think it is at least two years since the social work people were pleading with you that it was just now adequate with the nature of the programmes. By necessity, the programmes being of small numbers—

**Dr. Parr:** Yes, I think that for the year 1972-1973 an adjustment was made, which is to be repeated, I believe, for 1973-1974.

**Mr. Kidd:** Yes, an additional extra formula grant was provided for the programme in 1972-1973 and this additional revenue was provided in 1973-1974 estimates.

**Mr. Laughren:** I see. Is it an ad hoc kind of increase or is it built in to the weighted unit now? I thought you said it was 1.0.

**Mr. Kidd:** There is 1.0 for the students and there is an extra formula grant to the school of social work.

**Mr. Laughren:** I see. Why don't you just increase the weight of the BIU?

**Mr. Kidd:** Because we are looking at the whole formula system of financing at the present moment.

**Dr. Parr:** Also, I think to date we haven't completely abandoned hope that there might be some return of funding from other agencies or some adjustment made. It seems to me that's likely.

**Mr. Laughren:** You mean other government agencies? I see.

**Mr. D. M. Deacon (York Centre):** Does Ryerson open college affect your weighting factors there? Is it going to depend upon what you get from other agencies?

**Mr. A. P. Gordon (Assistant Deputy Minister, Universities Division):** No, I believe the Ryerson situation is somewhat different from the one we're speaking of, because the other had the direct input of federal government funds in the past. This is a question of weighting for the Ryerson open college, when it will be related to whatever decisions are taken towards that type of an educational programme. That is, do you give direct grants or otherwise for audio-visual and other facilities and for the operation thereof? This would affect, very strongly, the cost of operating one of the programmes such as Ryerson.

**Mr. Deacon:** All right. Can I come back to it later on when we find out what the weighting factor at Ryerson is now in its open college?

**Mr. Chairman:** I wonder if Mr. Laughren would like to continue his questions?

**Mr. Laughren:** As a matter of fact, I was going to move on to that. Is the weighting factor for open college students .55?

**Mr. Gordon:** It is .55.

**Mr. Laughren:** Why is it not the same as the increase announced by the ministry for our part-time students?

**Mr. Kidd:** It is.

**Mr. Laughren:** Isn't that .55?

**Mr. Kidd:** We're talking about two different points. The .55 we are talking about is a conversion factor to make part-time students into full-time students.

**Mr. Laughren:** Right, that's what I'm talking about.

**Mr. Kidd:** That's converting them.

**Mr. Chairman:** Can you speak into the microphone, please?

**Mr. Kidd:** That is, to convert a part-time student into a full-time student you use that, and once you get the number of full-time equivalent students then you apply a weighting factor to the particular course in which they are enrolled.

**Mr. Laughren:** I understand that very clearly. What I'm asking though is, is that .55 applied to an open college student in the same way it is applied to a part-time student who is taking courses in the evening at one of these regular universities?

**Mr. Kidd:** At Ryerson, yes.

**Mr. Laughren:** Oh, I see.

**Dr. Parr:** The normal weight is given. Then the factor that pertains to part-time students is applied as it would be for any other course.

**Mr. Laughren:** But is it not a fact that it costs more per student to operate the open college than it does a regular part-time institution such as Atkinson?

**Mr. Gordon:** Yes.

**Mr. Laughren:** Why don't you increase the factor for the open college students then?

**Mr. Gordon:** This was discussed at some length a little earlier, I believe. However, the situation is that they applied for special grants to establish the open college. At the time—this would be, now I'm going from memory, two years ago, three years ago, when it was considered by the Committee on University Affairs—the recommendation was that if they wished to do so, they should do this in the same way as almost every other innovative programme, under normal operating grants,

using the revenues available to them. And, when this came up, they then made the decision to go ahead with the open college so that it was a part of the overall formula, you see.

**Mr. Laughren:** I can understand that. Yes. They wouldn't have had the cost data available to them anyway at that point, would they?

**Mr. Gordon:** No. But they did apply for a special grant to start it up. At that point, it was considered that if they wished to do so they should do so under their normal operating funds and the funds available to them, rather than to make a special grant for that purpose, prior to an overall decision having been made about open college or open sector education of this type. That is why, at the present time, their decision whether to continue would rest with them.

**Mr. Laughren:** Thank you.

**Mr. Chairman:** Mr. Deacon.

**Mr. Deacon:** Yes, Mr. Chairman, I was wondering if anything had been done to try to measure the relative impact of the open college approach versus the part-time approach? In other words, the actual attention—I think in life insurance there's something about persistence record, or something of that sort, but students seem to be more attracted and seem to benefit more from the open college approach than from the part-time approach.

I was wondering if any sort of analysis had been done to compare the real benefit and therefore the real cost of the two programmes, with the end in view that perhaps a different weighting factor should be applied to compensate for the fact that there is a greater benefit from open college than from part-time.

**Mr. Gordon:** This is part of the overall review that we are undertaking and are in the midst of at the present time. Other institutions are offering—I believe it's Waterloo where they have an Arts 100 course which is given via television, and so on—we have several other institutions involved in this type of thing and we're trying to look at the whole picture before establishing a pattern for one. This has been one of the difficulties in this Ryerson situation.

**Mr. Deacon:** Will you expect to have that study completed before you make an ultimate decision that will close down the open college?



**Mr. Gordon:** Well, the decision is the institution's.

**Mr. Deacon:** I realize that, but I wanted to see if it was yours.

**Mr. Gordon:** It's up to the minister to say this.

**Mr. Chairman:** It's a question of policy, Mr. Minister.

**Hon. Mr. McNie:** Yes.

**Mr. Gordon:** We are attempting to complete our study as quickly as possible.

**Hon. Mr. McNie:** Are you looking to me to give some gem?

**Mr. Deacon:** I am looking to the minister, Mr. Chairman, hoping that he will say that in one way or another that it would be possible for Ryerson to continue this, that it would affect its financing of other courses, and therefore jeopardize other things because of keeping this going until there has been an appraisal on the total open college impact.

**Hon. Mr. McNie:** We've had several conversations with Ryerson, and as I have reported to the Legislature, we have taken the position that its open college experiment should be carried out under the present funding. This is something in the order of \$1.8 million. Of this, the open college represented a little less than one per cent, I think. I know this doesn't satisfy some of the people who are promoting the open college at Ryerson. As Mr. Gordon said, however, I think it's fair to others who are carrying on innovative programmes that are not dissimilar to what Ryerson's is and who are doing it under the present fund, with the regular funding.

**Mr. Deacon:** The others are doing it with the present funding?

**Mr. Gordon:** Yes.

**Mr. Deacon:** And are the others also showing a very high degree of attracting and retaining students? Have you any idea about that right now, because if they are actually managing to keep within a budget, but not actually getting the equivalent—

**Hon. Mr. McNie:** We have talked about this before. There are two dimensions of audience. One is made up of the people who are actually registered, which is relatively small in terms of the overall population of Ryerson.

**Mr. Deacon:** Right.

**Hon. Mr. McNie:** About 130, if I am not mistaken—135 students, which is equivalent to about 23½ full-time students.

There are obviously a great many other people who are tuning in either all of the time or part of the time, compared to some of the other programmes that are being carried on. I don't think that there are any specific studies being done on it, except perhaps by Ryerson itself. We've had some information from Ryerson on it.

**Mr. Deacon:** But, in your study of the total, aren't you doing some comparative evaluation of what's happening at, say, Waterloo, compared to what is happening at Ryerson?

**Hon. Mr. McNie:** We've been looking at Waterloo, and we are looking at what is being done in other jurisdictions, too, in Canada, the USA and abroad. But it's—

**Mr. Deacon:** Well, I imagine it's a difficult one to measure.

**Hon. Mr. McNie:** Well, it's a kind of a—

**Mrs. Campbell:** Don't say Alice in Wonderland.

**Hon. Mr. McNie:** I was going to say something worse. I was going to say, it's become a sort of a motherhood issue.

**An hon. member:** Watch it!

**Mrs. Campbell:** Oh, that's a bid issue, is it?

**Hon. Mr. McNie:** But—

**Mr. Deacon:** There are quite a few mothers involved in the programme, and I know some of my own constituents who rate it very highly.

Interjections by hon. members.

**Hon. Mr. McNie:** And you know, it means different things to different people. Certainly, one of the first things I did, as a matter of fact, the day after I became the minister, I spent some time at Ryerson; it was the first place I visited—I spent some time with the lady who was heading it up. I was very impressed with what Ryerson is doing.

Again, I feel they could accommodate this programme within their present funding now. Beyond that, we've got the other question as to how we can satisfy what we, I think in the ministry accept to be our mandate—the needs of the kind of people you were talking to, a very large number of people

who just don't find it possible, for different reasons, to attend an institution on a regular basis.

**Mr. Deacon:** All right.

**Dr. Parr:** Could I just add a word to that? I'm sorry.

**Hon. Mr. McNie:** Well, I was just going to say, now, I think, McMaster, for instance, for some time ran morning programmes on the local television station, which they funded themselves. I believe they were credit courses. A lot of people had a choice.

But, you know, this is not a unique phenomenon. And this doesn't mean that there isn't an urgency about it; there is, and it's underlined by the recommendations of the COPSE report.

**Mr. Chairman:** Shall item 2 carry?

**Mrs. Campbell:** Just a moment, please. What is the weighting factor for Ryerson and when was it set—for Ryerson open college?

**Mr. Kidd:** The weighting factor is .5 and it was set a year ago.

**Mr. Chairman:** Shall item 2 carry?

Carried.

Vote 2402, item 3; Committee on University Affairs, \$132,000.

**Mrs. Campbell,** do you want to lead off on this item?

**Mrs. Campbell:** I would like to have an explanation of this item, Mr. Chairman, if I may.

**Mr. Chairman:** Mr. Minister?

**Hon. Mr. McNie:** I can't think of a better person to ask to speak to this than the former chairman. He delivered a paper recently to the Institute of Higher Learning on the subject, so he should be pretty hep on the history of the body.

**Mrs. Campbell:** Well, I am just wondering what payments are made on it. It is rather expensive.

**Hon. Mr. McNie:** Well, there was this recent report, of course—it was tabled in the House—which covered the last two years. But I think it might be good to get a little background.

**Dr. Parr,** if you wouldn't mind.

**Dr. Parr:** I couldn't tell, Mr. Chairman, whether there was a specific question from Mrs. Campbell.

**Mr. Chairman:** Mrs. Campbell simply wanted to know what the Committee on University Affairs is, and what it does.

**Dr. Parr:** I see: It is a group of 12 people named by the Lieutenant Governor in Council. Generally, six of them come from universities and six of them are from business administration and other walks of life. Recent appointments in the university areas have been made by lists submitted by faculty, by the Council of Ontario Universities and by the Graduate Student Association.

The committee receives briefs from the universities, also from the Ontario Gallery of Art, the Royal Ontario Museum, the Royal Botanical Gardens, Ryerson, the Ontario College of Art. At the same time, it collects a number of statistics which it uses, or which it passes to the ministry, and at the end of its series of hearings, it will present to the minister, for his consideration, recommendations which relate to funding and which may relate to any items which the committee or which the universities wish to see brought forward.

**Mrs. Campbell:** Mr. Chairman, this is what is bothering me. This is a very horrible committee. It seems to be, in effect, speaking for the universities and others and yet is funded, in part at least I would think, by us. What are the salaries and wages? To whom are they paid?

**Dr. Parr:** It does not speak for the universities, Mr. Chairman.

**Mrs. Campbell:** It doesn't?

**Dr. Parr:** No.

**Mrs. Campbell:** Even on funding?

**Dr. Parr:** It is an advisory body to the minister. The order-in-council charges the Committee on University Affairs—and I quote:

—to study matters concerning the establishment, development, operation, expansion and financing of universities in Ontario and to make recommendations thereon to the Ministry of Colleges and Universities for the information and advice of the government.

**Mrs. Campbell:** What staff does it have?

**Dr. Parr:** There is a chairman, who is a full-time appointment, a secretary and, currently, a research assistant.

**Mrs. Campbell:** And is the chairman from a university, or from business and industry,

or does it vary? It has in the past, I think, been from a university.

**Dr. Parr:** The chairman to date has been from a university community. The current chairman, Dr. Gerstein, has been affiliated—until she became chairman of York University—on a part-time basis.

**Mrs. Campbell:** I see. And what is the salary of the chairman?

**Dr. Parr:** It is \$35,000.

**Mrs. Campbell:** And I presume the chairman, then, has no other function than just that?

**Dr. Parr:** Correct. Yes.

**Mrs. Campbell:** And is there a vice-chairman?

**Dr. Parr:** No.

**Mrs. Campbell:** I see. What is the staff there?

**Dr. Parr:** A secretary, and currently there is one research assistant.

**Mrs. Campbell:** And that allows for the \$80,400 in salaries, is that correct?

**Dr. Parr:** Do you have a breakdown on that?

**Hon. Mr. McNie:** I am sorry, the question is?

**Mrs. Campbell:** Well, I am told there is a chairman, a secretary, and one research assistant and the chairman's salary is \$35,000—

**Dr. Parr:** There are two office secretaries. The secretary's position that I referred to is the secretary to the committee.

**Mrs. Campbell:** Well, then, five people make up \$80,400 in salaries.

**Dr. Parr:** Do you have a breakdown of those individually?

**Mrs. Campbell:** I don't want to know each individual one. I just want to know if that is the case.

**Dr. Parr:** Does that include the honoraria?

**Mr. Gordon:** Yes, it does.

**Dr. Parr:** There are the per diems paid to the members of the committee.

**Mrs. Campbell:** I see.

**Mr. Laughren:** How much is that?

**Dr. Parr:** The per diem is \$85.

**Mrs. Campbell:** Goodness gracious, they are not worth half as much as some other people around here, are they? One shouldn't be making that invidious comparison, I would think. And how many—oh, they are all paid on this basis. Have we any idea who the six people are from the business and industry sector?

**Dr. Parr:** Yes, if you like: Mr. William Dodge, secretary treasurer of the Canadian Labour Congress; Mr. James O. Hughes, chairman A. E. Ames and Co.; until very recently, Dr. Lavigne, with Falconbridge; Mr. R. W. Mitchell, vice president, Supertest; Mr. Harold Walker, former deputy minister.

And if I may now mention the non-academics—until recently, Mr. Frost.

**Mrs. Campbell:** That's only five, I thought there were six.

**Dr. Parr:** Until his recent death, Mr. Frost.

**Mrs. Campbell:** Oh, I see. He hasn't been replaced?

**Mr. J. F. Foulds (Port Arthur):** Is he a Lieutenant Governor in Council appointee?

**Dr. Parr:** All appointments are Lieutenant Governor in Council appointments.

**Mr. Foulds:** But there are six absolute ones, if you like, and—

**Dr. Parr:** Roughly so.

**Mr. Foulds:**—which set does he come under?

**Dr. Parr:** He had been a member of the committee and its predecessor for so long that I can't answer your question.

**Mr. Foulds:** Who replaces him? I mean, you don't—and not in terms of whoever—

**Hon. Mr. McNie:** He certainly wouldn't be regarded as mostly a university appointee at all, I can assure you, if you read the minutes.

**Mr. Foulds:** When can we expect his replacement?

**Hon. Mr. McNie:** Very, very soon. One of the things we have to keep in mind, new appointments are only made for a period of eight months rather than 12 months because we were considering the COPSE report. Not that we are by any way indicating what our final decision is going to be, because as you know the COPSE report has something to



say about making that body an executive body. We felt that we should just make the appointment to the end of the year, which we have done.

**Mrs. Campbell:** Now in doing this I notice that they travel around. Do they all travel?

**Dr. Parr:** No.

**Mrs. Campbell:** Is it just the chairman? The secretary? Or who does?

**Dr. Parr:** Very frequently the meetings at which the briefs are heard from the universities are held on university campuses so that the committee has an opportunity of visiting with other members of the university faculty.

**Mrs. Campbell:** That makes sense. And what are the services in this one? Do they follow closely, or at all, the guidelines?

**Mr. Kidd:** I would like to correct one of the earlier answers. The \$80,000 did not include honoraria. The \$80,000 was staff salaries.

**Mrs. Campbell:** I see. So that the \$80,400 covers the chairman, one secretary, one research assistant and two office secretaries.

**Mr. Kidd:** That is correct. Plus an allowance of \$6,000 for temporary help staff or summer staff when the need arises. They have occasion to pull in summer help, students to assist, and temporary people.

**Mrs. Campbell:** Who is the secretary of this committee?

**Mr. Kidd:** Mr. Paul Gardiner.

**Mrs. Campbell:** Who? Paul Gardiner? I presume that is Mr. Fred Gardiner's son, is it?

**Mr. Kidd:** No.

**Mrs. Campbell:** No, it isn't?

**Dr. Parr:** No. Some answers we have immediately, Mrs. Campbell.

**Mrs. Campbell:** Good! And what is his salary?

**Mr. Kidd:** \$15,000.

**Mrs. Campbell:** Could I get the services?

**Mr. Kidd:** The services item is mainly the honoraria paid to the members, papers commissioned from outside experts, and miscellaneous services, and the salaries of any contract employees.

**Mrs. Campbell:** How often do they meet? What is the global figure of the honoraria?

**Mr. Kidd:** It covers most of this item. It is difficult to estimate exactly because it is a per diem rate. The members—

**Mrs. Campbell:** I realize it is a per diem rate, but you must surely have had it audited?

**Dr. Parr:** It is roughly 25 meetings a year, between October and the end of February. The committee would meet twice a month, usually for two days at a time, and then there are less frequent meetings during the rest of the year.

**Mrs. Campbell:** Two days a week between October and February and then—

**Dr. Parr:** Roughly speaking, yes. No, two days every two weeks.

**Mrs. Campbell:** Two days every two weeks. I have no further questions at this time.

**Mr. Chairman:** Mr. Laughren.

**Mr. Laughren:** Thank you, Mr. Chairman. You may not have announced the replacement for Mr. Frost but the word is out that in order to keep his income above that of the Premier (Mr. Davis), the member for Wellington-Dufferin (Mr. Root) is taking his place. So you had better either confirm that or deny it at this point, so that the rumours are stilled. It is not fair to allow that kind of speculation to continue.

**Mrs. Campbell:** Silence lends assent!

**Mr. J. Root (Wellington-Dufferin):** The member is drawing from his fertile imagination, which has no relation to fact.

**Mr. Chairman:** I hope you are not suggesting, Mr. Root, that it is fertilized by the usual source.

**Mr. Laughren:** I didn't realize, Mr. Chairman that the member for Wellington-Dufferin was here when I said that. I didn't see him.

I would like to say a couple of things about the Committee on University Affairs, primarily because I am concerned about its role as an advisory committee as opposed to a committee that is kept busy scurrying around offering advice, but without much hope of it being heeded. The reason I say that, Mr. Chairman, is that there is ample evidence that the CUA is used in a somewhat cavalier way on occasion. One need only look at the CUA's report for 1971-72 itself. Who was chairman when that report was tabled?

**Dr. Parr:** In 1971-1972? Dr. Wright was the chairman.

**Mr. Foulds:** He has an asterisk beside his name.

**Mr. Laughren:** Yes. I don't understand that.

**Mrs. Campbell:** He is so busy writing reports for the government, he couldn't possibly keep this up.

**Mr. Laughren:** In January 1972 surely he resigned? I am looking at the title page, the introductory page.

**Dr. Parr:** Yes. He resigned in January of last year, January of 1972. This report covered a two-year period, part of which was during his chairmanship.

**Mr. Laughren:** And the other part?

**Dr. Parr:** During mine.

**Mrs. Campbell:** They say it's a training ground for deputy ministers.

**Mr. Laughren:** Yes. However, I think that you are, Dr. Parr, training your executive assistant on your immediate right very well. He is learning to cope with the questions from the opposition much better than he could a couple of months ago.

**Hon. Mr. McNie:** There are different ways of training deputies. You people train them in your office.

**Mr. Laughren:** I am talking about Dr. Parr training his executive assistant on his immediate right.

**Hon. Mr. McNie:** For sure.

**Mr. Laughren:** I am referring to the report, "Comments on Student Fees, Grants, Loans and Scholarships." This is the chairman's report. On page 13 the chairman says:

A fee raise, while tolerable, required at least a year's notice and the possibility of reducing the number of students at university was not a matter for quick decision. First of all, that implies something about a fee increase. He goes on to say:

The committee emphasized its view that its recommendations to date have pared the universities of any possible extravagances and further cuts would not only shatter the aspirations of the universities [that's a very shattering comment] but would jeopardize their reasonable needs. There was, nevertheless, a fee increase and

a new third-term payment of fees at the post-graduate level.

While I appreciate the fact, Mr. Chairman, that an advisory committee is just that and it doesn't determine policy for the ministry, I would assume, yet it indicates that on very, very important issues, such as a fee increase, perhaps they should be listened to a little more carefully than they are.

**Hon. Mr. McNie:** Both Dr. Parr and I would agree with you on that.

**Mr. Laughren:** That they should be listened to a little more?

**Hon. Mr. McNie:** On that particular issue.

**Mr. Laughren:** Yes. That's good to hear.

**Hon. Mr. McNie:** We've both gone on record.

**Mr. Foulds:** You are going to roll back the fee increase then?

**Hon. Mr. McNie:** I spoke to this last year.

**Mr. Laughren:** Yes, in a different capacity, however. I would assume that means that the students in the province and the future students at our post-secondary institutions can rest assured that in the foreseeable future, while you are minister, while you are serving as executive assistant to Dr. Parr, that there will not be an increase in tuition fees or an increase in the loan portion of student aid? Would you give them that assurance?

**Hon. Mr. McNie:** Are you asking a question?

**Mr. Laughren:** Yes, Mr. Chairman, the people out there are waiting for that kind of assurance.

**Hon. Mr. McNie:** I have already indicated, I think on a number of occasions, that there will be no fee increase this year and also that there would be no increase in the loan ceiling. I think that has been a matter of record.

**Mr. Laughren:** Only for 1973-1974. That's the only time for which you have made that assurance.

**Hon. Mr. McNie:** I don't know how long I will be around.

**Mr. H. C. Parrott (Oxford):** We hope a long time.

**Mr. Laughren:** Mr. Chairman, benevolent marshmallows have great resilience.

**Mrs. Campbell:** They do spin around here, don't they?

**Hon. Mr. McNie:** I have lasted longer than the previous two.

**Mr. Foulds:** Already?

**Hon. Mr. McNie:** When I first came into this portfolio people asked me what I had done for Mr. Davis, now they wonder what I did to Mr. Davis.

**Mr. Foulds:** Don't speak too soon, Mr. Minister. Remember Mr. Kerr was replaced shortly after he managed to stagger through his estimates.

**Mr. Laughren:** I must say I am still continuing to seek the stabilizing influence that one would think would be there with the longevity of your reign.

**Hon. Mr. McNie:** I dare say.

**Mr. Laughren:** To get back to the point I am trying to make, Mr. Chairman, it is not just that the Committee on University Affairs did not advise that the fees be increased, it is that they were not even consulted.

**An hon. member:** Oh, dear!

**Mr. Laughren:** Let me quote from Dr. Rossiter, I believe his name is. Isn't he a member of the committee?

**Hon. Mr. McNie:** Yes, vice-president of Western.

**Mr. Laughren:** Yes. Dr. Rossiter stated that the most serious implication of the introduction of a third-term fee was the fact that the Committee on University Affairs had not been consulted about the desirability of doing so. He stated:

This lack of consultation has produced a situation where there is serious question as to what, in fact, the function of this committee should be.

That's fairly explicit.

**Dr. Parr:** May I make a response at this point?

**Hon. Mr. McNie:** Yes, please.

**Dr. Parr:** The situation which we have described, and which I will try to recall, is that the committee made its recommendations and was subsequently asked to find means of reducing the total budget by an amount that I cannot remember. After considering this, the committee wrote a very strong letter to the minister, along the lines which are indi-

cated on page 13, to the effect that we felt that the fees should not be increased; that the number of students should not be restricted; the loan ceiling should not be raised further and the BIU already announced shouldn't be reduced. That is, we found no way of offering a recommendation to implement the saving that was called for. I think at that point, as you have said, an advisory committee does offer advice. The government chose its own way of finding that saving.

**Mr. Laughren:** I believe \$12 million was the amount.

**Hon. Mr. McNie:** Incidentally, Dr. Rossiter, notwithstanding the great concern he expressed there, continues to serve and serves, I think, very well in the matter.

**Mr. Laughren:** Diligently.

**Mrs. Campbell:** He would have to to protect himself.

**Mr. Laughren:** How much do total student fees account for in the province?

**Mr. Gordon:** Give me a moment and I will look it up.

**Mr. Chairman:** We are coming to the student support section of the estimates, and I am just wondering if you couldn't hold all student support questions.

**Mr. Laughren:** But that is student aid.

**Mr. Chairman:** It is student aid. I am quite sure you would be permitted to bring in fees along with it, as they are related. I am just wondering about it on this vote on the Committee on University Affairs. As an advisory body it doesn't have anything to do with fees.

**Hon. Mr. McNie:** I must say, and I say it without any reservation, that I personally am extremely impressed with the way in which this particular advisory body works.

**Mr. Laughren:** So we can assume that they will be listened to perhaps a little more carefully in the future.

**Hon. Mr. McNie:** They are listened to very carefully by the ministry.

**Dr. Parr:** If I may make a comment, Mr. Chairman, I think most of the last year's recommendations of the committee up to this point, related to this coming budget year, were indeed accepted. Some were moderated.

It is the practice of the ministry to call in CUA, when it has considered all their recommendations, and point out to them those



places where there are divergences. In all cases that I'm familiar with where the ministry has not accepted the CUA recommendations, this has been made quite clear.

**Hon. Mr. McNie:** That's right, and to the public.

**Dr. Parr:** Yes.

**Mr. Gordon:** The fees represent a little less than a quarter of the income. The figures that I have here, if you want figures, are formula fees. You must appreciate these vary by very small amounts from institution to institution, but they are the figures deducted in terms of establishing basic operating income for our grant purposes. The figure is \$90,686,204 from a total of \$481,043,720. I'm reading the 1973-1974 grant figures, but recognizing slip years basically.

**Mr. Laughren:** So, about 20 per cent then of the total moneys come from student fees?

**Mr. Gordon:** A little less than 20 per cent.

**Mr. Laughren:** That's all, Mr. Chairman.

**Mr. Chairman:** Shall item 3 carry?

**Mr. Foulds:** No, Mr. Chairman.

**Mr. Chairman:** Mr. Foulds.

**Mr. Foulds:** I wanted to ask what consideration the ministry is giving to the recommendation of the Committee on University Affairs on page 16 about the centralization of admissions processing for Ontario universities? The committee urged upon the universities the establishment of a central agency whose operation is financially supported by the ministry during its initial years.

**Mr. Gordon:** It's in operation. The Ontario Universities' Application Centre is in operation.

**Mr. Foulds:** It's in operation. And where do you discuss that in the estimates?

**Mr. Gordon:** We don't fund it. It's operated by the universities.

**Mr. Laughren:** But they get the grant?

**Mr. Gordon:** They did get a grant in their first year, but no longer. That was last year. At the present time, we don't give it any direct grant.

**Mr. Laughren:** Excuse me, Mr. Chairman, I think it should come under student aid because students pay for its operation.

**Mr. Chairman:** It arises from a recommendation. I see nothing wrong with pursuing the question of the recommendation and how it is operated. If the minister and his staff are willing to answer that we'll continue.

**Mr. Foulds:** No, I think we'll leave it until student aid because there are specifics that I'd like to get into in terms of the way it operates. It's probably unfair to ask it under this.

**Mr. Chairman:** Shall item 3 carry?

Vote 2402 agreed to.

On vote 2403:

**Hon. Mr. McNie:** In dealing with vote 2403, I have a few comments that I think perhaps would be helpful. You will note the largest item in the vote is \$216 million in transfer payments to the colleges. Included in this item this year are all the services provided by the college at the community level. For instance, to make comparisons with last year, each sub-item must be studied separately. For instance, those activities that are formula-financed account for \$121 million, compared to \$109,540,000 last year, an increase of 10.7 per cent. The additional funds provide for the anticipated growth in the 3.4 per cent increase in the basic income unit.

As with universities, the formula-financed portion of the college activity will be on a slip-year basis, which will provide a guaranteed minimum grant for planning purposes. However, one difference is that college enrolments are expected to continue to expand; an additional transition grant will be paid for this fiscal year only, on the basis of 100 per cent allowance for additional credit enrolments and 50 per cent allowance for additional part-time non-credit enrolments.

In addition to programmes for recent secondary school graduates—there were 38,200 in 1972-1973—there were 35,000 full-time adults returning throughout the year for short skill and upgrading programmes, ranging in length from 60 to 240 days. This is equivalent to 28,400 students on a 150-day programme. About 85 per cent of this activity is financed under the adult occupation training agreement with the federal government. We are expecting, in the coming year, a small decrease in the volume of training purchased by the federal government but essentially the same revenue.

I am pleased to announce that the quota has been taken off the number of adults who wish to come into these programmes as fee

payers. In other words, adults unable to be referred by Canada Manpower will have the same access to the accelerated educational skill programmes as the youth have to the traditional programmes.

In addition, the college provides the in-school training for apprentices. A typical apprentice would attend three eight-week periods during a four-year apprenticeship contract. Of the \$7,185,000 for apprenticeship training about \$7 million will be recovered from the federal government.

With the changes in the Adult Occupation Training Act last summer, almost all apprentices now receive their living allowance from the federal government and as a result, the amount in this item has been reduced from \$2 million to \$37,500.

The task force on industrial training is taking a very serious look at the role of apprenticeship and what part it should play in industrial training patterns in Ontario. This report is just being finalized and will be given circulation in the late summer or early fall.

The transfer of responsibility for diploma nursing education from the Ministry of Health to the Ministry of Colleges and Universities represents an additional \$17,174,000 in service provided by the Colleges of Applied Arts and Technology. These programmes are to be transferred as of Sept. 1, 1973. Details to provide a smooth transition are being worked out by a local task force in each college area. It is expected that the overall quality of nursing education will be increased as these students become part of the larger student body. In the coming year, however, there will be a minimum change in the programme of instruction.

It is interesting to note the growing interest by the general public in the area of part-time activity. Last fiscal year there was a total of 152,604 enrolments. About half of this enrolment figure represents a very successful upgrading programme, taken into industry by the colleges, for employees who might otherwise be displaced because of a lack of adequate personal academic background. This is a co-operative venture, with industry contributing the space and continuing the employee's income during part or all of the classroom time. We estimate that industry contributed \$5.9 million in space and wages to assist some 73,000 people. Because of the success of this programme, the demand from industry and the low unit cost of the programme, we have increased the allowance by 25 per cent to \$2.5 million.

As with the universities, the government has doubled the grant to municipalities to \$50 per full-time post-secondary school student enrolled in the colleges for the year prior to the levy. To assist both the colleges and the government, each college is required to produce a multi-year plan. The multi-year plan 1973 covers a five-year period up to and including the academic year 1976-1977.

It contains two main sections: The narrative and the multi-year reports. The narrative states the college policy on educational objectives. It analyses the economic and demographic data of the college region and provides a rationale for the five-year plan. Proposed programmes, new approaches to learning, improved service to the community and unique features of projected development of the college are contained therein.

The multi-year report is given in the form of various computer printouts and concerns itself with numerical data only, such as programme enrolment, operating grant budgets, space requirements, formula income estimates, academic indices and a forecast of these figures over the five-year period.

Although each college has submitted the same type of information, the organization of the material may vary from plan to plan. A complete set of multi-year plans is located in the Legislative Library. Actually, it's a very comprehensive series of books.

The six schools for registered nursing assistants are continued as provincial schools for the first half of the fiscal year. For this reason the cost of this service is shown as a separate item.

There has been an upsurge in interest in training in industry of the type associated with specific production skills and we are planning for a 40 per cent increase in graduates. This is over and above the activity generated by the recent federal thrust in training in industry. It should be noted that the considerable training activity funded by the federal authorities is being monitored and evaluated by our ministry to be certain that this activity is co-ordinated with provincial requirements and other provincial training programmes.

**Mr. Chairman:** Mrs. Campbell. Item 2, programme administration.

**Mrs. Campbell:** Mr. Chairman, I am interested in this. I assume that the function is very similar to that of the university function in the same area. What is somewhat puzzling to me is that in the salaries and wages area this should be so much more costly. I would take it that in this one we

do not show the deputy's salary, since it was already shown. Or is a portion allocated in this?

**Mr. L. M. Johnston** (Assistant Deputy Minister, College Affairs and Manpower Division): No.

**Mrs. Campbell:** I see: Could I understand just briefly the reason this is so much larger in salaries and wages than the universities? Is it just because of the very vast programme?

**Hon. Mr. McNie:** It's an entirely different operation, altogether.

**Mrs. Campbell:** It is entirely different?

**Hon. Mr. McNie:** Yes, an entirely different operation. They were set up, historically, by the Ministry of Education, and they were moved over almost as a unit. That ministry had been dealing with the bodies in quite a different way from the way we had been dealing with universities.

**Mrs. Campbell:** Perhaps, then, I could get some information on just how the bodies—

**Hon. Mr. McNie:** Mr. Lorne Johnston heads up the division.

**Mr. L. M. Johnston:** Mr. Chairman, Mrs. Campbell, this division consists of two fairly large branches. The one branch is the applied arts and technology branch, which is the one that the minister is referring to. It is the one that deals with the liaison with the Colleges of Applied Arts and Technology. I'm summarizing here; we can come back to the details if you wish. It deals with the Manpower retraining programme that handles the purchases by the federal government in the province; the management development programmes; supervisory training programmes in business and industry; and the in-class portion of the training in business and industry. That is the smaller of the two branches.

The larger branch, in numbers of people, is the industrial training branch which, until April, 1972, was associated and part of the then provincial Department of Labour. It deals with the administration of the Apprenticeship and Tradesmen's Qualification Act, the indenturing of apprentices; counselling the apprentices when they're working on the job; placing the apprentices in the colleges where they receive their classroom work; the certification of tradesmen; the modular training programme; and the training in business and industry as it relates to on-the-job training.

That's a very brief outline but that's generally what it does. In the industrial training branch we do have a number of field staff spread throughout the various parts of the province. There are more people in a different type of work, as the ministry indicated.

**Mrs. Campbell:** Does this branch deal also with the private vocational schools?

**Mr. L. M. Johnston:** Yes. The private trade schools are part of the former branch, that is the applied arts and technology branch; and, as indicated in the outline that was given, the registered nursing assistant schools.

**Hon. Mr. McNie:** There are approximately 100 private trade schools registered.

**Mrs. Campbell:** Yes. This department would be the one that would be responsible, for instance, for licensing the women who have been in the practical nursing school on Elm St. There are now, I believe, 3,000 of them out of work. Is this the one that licensed that?

**Mr. L. M. Johnston:** Yes. That's one of the private trade schools.

**Mrs. Campbell:** When you licensed that, what department was responsible for it?

**Mr. L. M. Johnston:** Perhaps Mr. John Hay, who is the registrar of private trade schools could speak.

**Mrs. Campbell:** I have met Mr. Hay.

**Mr. L. M. Johnston:** The official term we use is the registering or the registration of the schools. I'm not sure whether or not there's a technical difference but we say we register the schools rather than license them. Mr. Hay could probably help us in that.

**Mrs. Campbell:** I think there may be others who want to talk to the first item. I am now really basically into the applied arts and technology and I don't want to take over if there is anyone else who wants to speak to the first item.

**Mr. Laughren:** Is this the Mr. Hay of the famous Hay report?

**Mr. L. M. Johnston:** No, sir.

**Mr. Laughren:** By the way, now that I mentioned it, is that Hay report available for distribution?

**Mr. L. M. Johnston:** Not to my knowledge, I don't think it is.

**Mr. Laughren:** Why not?



**Mr. L. M. Johnston:** Perhaps, Mr. Chairman, we could defer that until we get down to item—

**Mr. Laughren:** Wouldn't that be in this vote?

**Mr. L. M. Johnston:** Yes, it will be in item 5, I believe, the Council of Regents. It was—

**Mr. Laughren:** Commissioned by them?

**Mr. L. M. Johnston:** Yes.

**Mr. Laughren:** Mr. Chairman, I assume under this particular sub-vote was worked out the mechanics or the logistics for transferring the nursing people, the health science programmes, to the Colleges of Applied Arts and Technology. I am not thinking now of discussing that transfer in detail here—I think that should wait for the next vote—but what did you do at the administration level within the ministry to facilitate that transfer?

**Hon. Mr. McNie:** You mean as far as personnel is concerned? Well, Mr. Shaver, hiding back there, heads up that section.

**Mr. Laughren:** I will tell you why I ask. I appreciate you didn't answer my question but—

**Hon. Mr. McNie:** I thought I had done so, sorry.

**Mr. Laughren:** Did you just hire one person from the health science field to coordinate the transfer? Is that what you did, Mr. Shaver?

**Mr. L. M. Johnston:** Mr. Shaver was already an employee in the applied arts and technology branch, and at the time that we were asked to prepare for the transfer Mr. Shaver was asked to assume this responsibility, and he does have additional people who also were in the branch prior to the decision and who are working virtually full-time with him.

**Mr. Laughren:** But he must have brought some people in from the health sciences field.

**Mr. L. M. Johnston:** There were no people brought into our ministry, but there has been a committee that has done a great deal of practically full-time work on this and that group has included people from the Ministry of Health.

**Mr. Laughren:** Would it be safe to say that now, unlike previously, people in the

ministry do know what is going on with the transfer of the nursing programmes? Because they sure didn't immediately after the announcement was made. If my colleague from Windsor West (Mr. Bounsall) was here he would sure back me up on this allegation.

**Mr. L. M. Johnston:** I would think it is a fair comment to say that we know what is going on.

**Mr. Laughren:** Now?

**Mr. L. M. Johnston:** Yes. I think we have for some time.

**Mr. Laughren:** I understand.

**Mrs. Campbell:** Why didn't you share with the people involved?

**Mr. Laughren:** Perhaps you didn't consult enough with the people in the field and that was one of the reasons there were the kind of problems that were evident.

**Hon. Mr. McNie:** How far back are you going?

**Mr. Laughren:** When you made the announcement.

**Hon. Mr. McNie:** At that time there was considerable data available, guidelines and other information that—

**Mr. Laughren:** That's not so. Why were our phones ringing off the hook then about all the problems?

**Hon. Mr. McNie:** Every member was supposed to have received a set of all of that.

**Mr. Laughren:** That didn't answer all the questions by any means, and not only that, but the people in the ministry didn't answer the questions.

**Mrs. Campbell:** They don't yet.

**Hon. Mr. McNie:** There were some of the questions we were reserving, frankly, for the people who were most concerned at the local level and—

**Mr. Laughren:** They weren't told either.

**Hon. Mr. McNie:** No, no, there were ad hoc committees set up by any community representing the various spheres of interest.

**Mr. Laughren:** The people in Windsor who should have been consulted in this form sure weren't.

**Mrs. Campbell:** Well, you don't regard nursing students as people do you? Obviously the government doesn't.

**Mr. Laughren:** Is this the part of your ministry that would provide or offer advice to the colleges who are having difficulties with their administration? I am thinking now, for example, of George Brown College, where George Brown College has been in such difficulty administratively as is clearly pointed out in the report on the college by Clarkson Gordon. What are you doing that would prevent this thing from happening again?

For example, I have looked at some of the organization charts for the various Colleges of Applied Arts and Technology and some of those organization charts would put the proposed organization charts for OECA to shame, and you know what that's like. I am wondering where the rationale is here among the various colleges as to allow one college to have—at least on paper—an enormous administrative structure and another college be relatively lean in its administrative structure? I am wondering where your ministry fits in here in providing advice for them as to how they could keep out of trouble in being overbalanced with their administrative staff as opposed to other support people and teaching faculty?

**Hon. Mr. McNie:** I will ask Mr. Johnston to speak to your latter question. With regard to your earlier comment having regard to George Brown, you are right when you say they had some problems last fall, and the board of governors asked if they could visit with us. They did come in with their financial people and visited with us and the result was that they have been able to—at least according to the information we have from them—ameliorate some of their problems substantially, if not completely. Now this is the way we prefer to operate.

The report that they had prepared, that you have there, was a big assistance to them. And it is a moot point as to whether or not that report should have been retained a year before or not. Perhaps Mr. Johnston might speak to our involvement through the Council of Regents and other ways.

**Mr. L. M. Johnston:** Mr. Chairman, in the early stages—that is at the beginning of the formation of the colleges and the appointments of the boards—we placed a high priority on the point that you are raising. We had at that time assigned individuals to work with the boards in the development stage. At that time there was scarcely a meeting

held that there wasn't a resource person there; and I emphasize that people were there as resource people.

Now as the board members gained experience we have withdrawn that practice as it operated then, because we feel that the board should be as autonomous as possible. But at the same time, the people in the applied arts and technology branch and their expertise are available on request from the boards and from the administration.

**Mr. Laughren:** Would you not agree that in every single case that accountability is more important than autonomy?

**Mr. L. M. Johnston:** I think we have to develop the two hand in hand.

**Mr. Laughren:** That's the answer I expected from the minister, or Mr. Gordon. You are more forthright than that, Mr. Johnston.

One of the things that struck me was when I was looking over the recommendations as to whose employment should be terminated at George Brown, I noticed where 30 teachers, 14 counsellors, 21 cleaners, six tradesmen, six technicians, 11 staff and seven administrative staff, and as usual, it is the administrative staff that does not get cut. And I am wondering whether that seven were senior administration people, or middle management administrative people, or on the bottom rung of administration.

**Mr. L. M. Johnston:** I would think, Mr. Chairman, that proportionately the administrative staff did get cut at approximately the same rate as the other group.

**Mr. Laughren:** Do you have a list of those who lost their jobs?

**Mr. L. M. Johnston:** I haven't. No, we haven't a list of the people who were released because we regarded that as a board matter.

**Mr. Laughren:** But seven of the 88.

**Mr. L. M. Johnston:** Right.

**Mr. Laughren:** I am not suggesting that some of the administrative people who are still there should have been fired.

**Mr. L. M. Johnston:** Right.

**Mr. Laughren:** It is just so typical that when there is a crunch fiscally that it is always the same people who get it. It is never very often the people who caused the problem in the first place. I suspect that's what happened at George Brown.

But it still bothers me that there isn't some kind of rationale for the institutions in terms of their organization. I'll be very specific. When I look at the organization chart for our Confederation College at Thunder Bay, it is a sight to behold. And what I don't know is whether or not the money that is expended at the administration level at Confederation is out of proportion to the money that is spent, for example—one that I'm familiar with, and which is pretty lean—at Cambrian College, and whether or not that is taken into consideration in the kind of support that you give those institutions.

**Mr. L. M. Johnston:** The support that the institutions receive for the full-time post-secondary, as you will know, Mr. Laughren, is based on the formula, so there is nothing built in there to support a lavish administration as opposed to a lean administration.

Some of the people in the branch, I am sure, will be familiar with the details. I am not familiar with all of them, but I do share your comment about Cambrian that they do have a very efficient, lean, administrative structure.

**Hon. Mr. McNie:** One of the things that we have been trying to do—this is where Connect Campus operation has been helpful—is trying to get a constant factor when we weigh who is and who isn't in administration and what their contribution is to the operation, because they do vary from campus to campus; and we have been trying to get a more constant equation.

**Mr. Laughren:** Yes, in the programme administration of the colleges, do you not have any kind of control over the—I'll rephrase that—what is the form of control you have over the Council of Regents? To what extent are they autonomous?

**Hon. Mr. McNie:** Well, they are responsible to the minister in terms of the Legislature, so I suppose they are autonomous in the terms of reference, but they have greater—let me put it this way—they are not to be compared with the Committee on University Affairs in this respect; they have much more autonomy than the Committee on University Affairs.

Perhaps Mr. Sisco would like to speak on this.

**Mr. Chairman:** Mr. Minister, the question that Mr. Laughren asked was what connection would the programme administration have with the Council of Regents—I think you have answered this now.

Rather than get to Council of Regents now, you have ample opportunity in vote 2405.

On vote 2403:

**Hon. Mr. McNie:** There is another vote coming up.

**Mr. Laughren:** Yes, it is just a little hard to believe that there is no relationship between the administration of the programme and the Council of Regents. If that is a fact then fine, but it is hard—

**Hon. Mr. McNie:** There are links and you will see the links when we talk about the Council of Regents composition and such.

**Mr. Laughren:** That will be a breakthrough, if I see the links between the Council of Regents and the Ministry of Colleges and Universities. I look forward with relish to that breakthrough.

**Hon. Mr. McNie:** I mentioned some of the appointments that had been made the other day, which indicate there have been some breakthroughs.

**Mr. Chairman:** Mr. Smith.

**Mr. R. S. Smith (Nipissing):** I have a couple of questions. One is to do with the question of the working agreements with CSAO and the colleges. But really what I want to know is, is there no term of seniority involved in the agreements? Obviously the colleges have the right to lay people off without cause and they apparently do not have the right to dismissal without cause. Now, the interpretation of layoff and dismissal is the area in question. And what I would like to know is the ministry's interpretation of layoff and of dismissal.

**Hon. Mr. McNie:** Some of it has to do with tenure, and non-tenure. But Mr. Johnston will speak to it.

**Mr. R. S. Smith:** I would like the explanation of tenure within the colleges then, as well.

**Mr. L. M. Johnston:** Mr. Chairman, in the colleges the support staff and the academic staff are employed under terms and working conditions as established by collective bargaining. That is, the faculty and the support staff are organized into two separate bargaining units with CSAO as their representative. I can ask Mr. Jackson to elaborate on this later as he will know more of the details than I do. It was my understanding that the points that you are raising—that is, layoff and dismissal—are part of the terms of the agree-



ment that was reached as a result of collective bargaining.

**Mr. Chairman:** Mr. Smith, before you go into detail on this, we are talking here about relationships between the college staffs and the colleges, which really I think more directly follows in the next vote.

**Mr. R. S. Smith:** I just thought I'd cover it here.

**Mr. Chairman:** You are going to get back to it, there is no question whatsoever.

**Mr. R. Smith:** There is another problem—I may have to leave, so if you don't mind, I really would like to get it covered.

**Mr. Chairman:** Well, I was allowing you as wide a latitude as I could. But I think we are getting into a question of the operation of the colleges themselves, rather than programme administration.

**Mr. R. S. Smith:** It is a question of administration, really.

**Mr. Chairman:** Administration by the colleges?

**Mr. R. Haggerty (Welland South):** How could you dispute that?

**Mr. Chairman:** I don't want to cut you off.

**Hon. Mr. McNie:** Give them to Mrs. Campbell, she'll ask them for you.

**Mr. R. S. Smith:** What I want to know is, what is tenure and what is dismissal and what is lay-off? That is all I want to know, really. And whether cause has to be given for dismissal.

**Mr. L. M. Johnston:** I think Mr. Jackson, who has copies of the agreement here, could probably assist us on that, Mr. Chairman.

**Mr. H. W. Jackson (Director, Applied Arts and Technonogy Branch):** Mr. Chairman, as Mr. Johnston mentioned, there are the two agreements. One is with the support staff, and this has the usual seniority provisions. The one with the academic staff does not have the typical seniority clause because the right to decide who teaches what is considered to be a management right.

However, there is a grievance procedure for layoffs, so that any staff member who felt that he was laid off unfairly and someone else retained, has the right to grieve. And that grievance can be carried right through to the Public Service Grievances Board.

**Mr. R. S. Smith:** Well, I realize that. Now what is considered to be tenure in the colleges? What does it mean, really?

**Mr. Jackson:** Tenure in the college system is not the same as tenure in the university academic circles. There is a one- to two-year probationary period for new staff members and after that period they cannot be laid off without cause stated as to why their contract is not being renewed. They have no right to grieve during the probationary period if their services are not renewed. But after that probationary period they then have the right to grieve if they are laid off and feel that they have been unjustly laid off.

**Mr. R. S. Smith:** What is considered cause? What is cause for layoff?

**Mr. Jackson:** Well, cause for layoff is a reduction in enrolment or courses discontinued, or any adjustment to the academic activities for which that particular instructor's services are no longer required.

**Mr. R. S. Smith:** And that is in the opinion of the—

**Mr. Jackson:** In the opinion of the management of the college.

**Mr. R. S. Smith:** In other words, the management of the college obviously can lay off anybody they like. All they have got to do is switch a course or two around, call it something else, and change the name and away you go.

**Mr. Jackson:** Technically, I suppose, that is correct, but as I mentioned, the staff member laid off has the right to grieve and if he can show that the course has been changed around for some reason that is not going to stand up, he would stand a chance of winning his point.

**Mr. R. S. Smith:** And what is the difference between layoff and dismissal?

**Mr. Jackson:** A layoff is usually a situation when the enrolment has dropped and the course cannot be continued, but the course itself has not been cancelled—it is expected that it may pick up again. This is particularly the case in the adult retraining programmes, where we are dependent on the flow of students sent by Canada Manpower centres. A dismissal would be a situation where the course is discontinued completely and there is no intention of replacing it.

**Mr. R. S. Smith:** Does he have to give cause for that as well? Yes, I suppose on dismissal there would have to be cause.

**Mr. Jackson:** Yes, the cancellation of a programme completely would be cause for discontinuing the services of the teaching staff member.

**Mr. R. S. Smith:** Is the person who is laid off considered to be in a position where, if the course is resumed, or some other course for which he is qualified to teach comes up, he will be given first opportunity to be brought back on staff?

**Mr. Jackson:** This is my understanding, yes.

**Mr. R. S. Smith:** Where there is a question of a person's qualifications to teach and where, within one department, you have two people, one with more seniority and with equal qualifications, and there is a change in his courses, or some of them are discontinued, is that considered cause to lay him off and keep the person with lesser seniority? Even though he could well teach the courses that the person with lesser seniority is teaching?

**Mr. Jackson:** The administration will have to judge the relative capabilities of the two staff members to teach the course, and if the person laid off feels that he was discriminated against in that process he has every right to grievance.

**Mr. R. S. Smith:** How many grievances have there been? How many grievance procedures carried through?

**Mr. Jackson:** I don't know the exact number offhand. I can find out for you.

**Mr. R. S. Smith:** Have there been many or is it an odd thing?

**Mr. Jackson:** About seven during the past year. I would think. There are some still pending at the moment as a result of layoffs.

**Mr. R. S. Smith:** What have been the results of the grievances so far? Just a couple more questions, Mr. Chairman.

**Mr. Chairman:** I don't want to cut you off. I am just hoping that when the next vote comes up we don't have to go all over it again, when somebody comes in and says: "Well, this is the proper vote even if it was discussed earlier." That's all.

**Mr. R. S. Smith:** I won't be here.

**Mr. Jackson:** I don't have a list of the grievances with me. I can get the information if you wish.

**Mr. R. S. Smith:** You don't have any idea what the results of these grievance procedures have been?

**Mr. Jackson:** There have been one or two cases where the college has been directed to reinstate the employee. I would think that in the majority the grievance board has found that the college has sort of bent over backwards rather than let a teaching staff member go.

**Mr. R. S. Smith:** I will just make one observation then, Mr. Chairman. As far as I am concerned I believe there should be some type of seniority in that contract as well. I realize the difficulties in a college to set out that type of thing in lieu of the different courses and this type of thing; but there must be some way by which a person can be better protected than he is now.

**Hon. Mr. McNie:** I think they are being renegotiated right now, aren't they?

**Mr. Jackson:** Yes. The academic contract is under renegotiation.

**Mr. R. S. Smith:** We certainly protect those university fellows to every degree that they wish, and the fellows in the colleges have very little protection. Tenure at the university is just a great thing for them, but certainly not applicable for everybody.

I have another point that I know comes under this vote, Mr. Chairman, and that is the question of appointments to the boards and specifically the appointments that were made last fall to the board of Canadore College.

It is a different situation there than in almost any other college in the province in that they share facilities with Nipissing College, the university college of Laurentian, and up to now they were sharing facilities with the nursing school but they have just gobbled them up, as well as the teachers' college which has moved into Nipissing, so it is no longer four sharing, it is two. But the administration of the plant is solely under the Canadore College board and those people who operate Nipissing College have very little to say, really, in the plant administration.

From the start it was to be four different institutions on an equal footing, and that was the premise under which it was established and under which everybody worked, except perhaps the ministry. As it turns out, there is no question that the control of the plant is in the hands of Canadore College and Nipissing College is, should we say, a

tenant. That is the basis of the participation on a supposed equal basis.

Recommendations were made by Dr. Wright that another form of administrative board be established which would have given each of the adjoining colleges or schools a representation on that board; but this, in effect, wasn't followed by the ministry. It refused to accept that recommendation and in effect went ahead and appointed a board at Canadore which controls the whole shooting match, no matter how you look at it.

**Hon. Mr. McNie:** I'd like to ask Mr. Johnston to speak in reply to that. There is a reason for it.

**Mr. L. M. Johnston:** Yes, Mr. Chairman. Two or three years ago at the time the complex was first being thought about, and the decision was made to put the four institutions in one building on the one piece of property, there was no structure of the type that you are describing available. To get on with the job of getting a building erected so as not to take time to establish a new structure, we appointed the co-ordinating committee which had representation, as you probably know, from the various institutions, and brought it forward to this point.

The recommendation in that section of the COPSE report recommends an entirely new type of structure in the province. If the board were appointed to represent all of the institutions there, it would be a different type of board, a different type of institution. And the minister, I think, should be the one to comment on this, but it is not my understanding that that recommendation has been rejected. It's true it hasn't been acted upon.

**Hon. Mr. McNie:** We actually held it until we had the full report and that was really the reason, and whatever the merit of it, it was decided some months ago—

**Mr. R. S. Smith:** I know what was done. There is no problem there.

**Hon. Mr. McNie:** It was a question of the whole—I don't know whether it is the proper thing to do or not, but there were so many things involved in the recommendations for the—

**Mr. R. S. Smith:** Yes, but those were very specific recommendations. You had them in hand; they were sitting before you and you went ahead and acted for a full report—

**Hon. Mr. McNie:** I don't think that's true.

**Mr. R. S. Smith:** But you had the recommendations in hand. Certainly, those recommendations were in hand when the appointments to the Canadore board were made.

**Mr. L. M. Johnston:** Yes, but the recommendations in the Wright report suggested not appointing a college board, but, rather, appointing an administrative board.

**Mr. R. S. Smith:** Right:

**Mr. L. M. Johnston:** As I indicated earlier, that would have been a departure, a complete departure from anything we have done to date.

**Mr. R. S. Smith:** Well, you have a situation that is a complete departure from anything that you have done to date.

**Hon. Mr. McNie:** We will take another look at it right away.

**Mr. R. S. Smith:** Obviously, anything you did there was different from what you did anywhere else. The circumstances there were not the same as they were with any other institution in the province. Nowhere else did you have the four of them together in one complex, in one physical plant. Obviously it was a situation that demanded a different solution, because it was a different situation.

But, you know, it has caused a fair bit of consternation among the other three groups, who have no direct say in the administration of that physical plant. And it has not been to the benefit of education in the area to cause that type of situation.

**Hon. Mr. McNie:** We will take another look at it right away.

**Mr. R. S. Smith:** Just one other thing; when the board appointments were made there was no consultation. Obviously the Canadore board was now going to take over and operate the whole thing. There was no consultation as to appointments with the other three groups that were involved. In fact, it was obvious that some people, who might have otherwise been appointed, were omitted. I'll put it as easily as I can—they were gone around and ignored; people who perhaps had qualifications to make a contribution that was worthwhile.

**Hon. Mr. McNie:** Have you made representations on this before, Mr. Smith?

**Mr. R. S. Smith:** I spoke with your predecessor at the time.

**Hon. Mr. McNie:** I must confess that I'm not that familiar with it myself, that's why I



asked. I've only seen it in the context of how we're handling that whole northern report by Dr. Wright.

**Mr. R. S. Smith:** It was at the time of the breakaway from Cambrian.

**Hon. Mr. McNie:** I see.

**Mr. R. S. Smith:** This all took place at once—the breakaway from Cambrian and the formation of Canadore. It's a different situation.

**Mr. L. M. Johnston:** Isn't it correct, Mr. Smith, that there is a representative of the Nipissing board on the Canadore board, and one from the St. Joseph's School of Nursing on the Canadore board?

**Mr. R. S. Smith:** There may be people who serve on both boards but they're not representatives of the other boards. In fact, the other boards were never asked to appoint or to suggest appointments. There may be people who serve on both boards but there is no connotation that they represent both boards and there wasn't in the method used to appoint them.

It would have been an interim solution to say, "You people put two or three on the Canadore board; and you people put one; and you people put two; give us those names to be appointed." That, in effect, was not done and although there may be people who do serve on both boards—

**Hon. Mr. McNie:** In that regard, it is being representative or representing the interests; is that what you're saying?

**Mr. R. S. Smith:** That's right.

**Mr. L. M. Johnston:** I'm sure—

**Mr. R. S. Smith:** They may be in their view but not in the view of one of the two boards they're on.

**Hon. Mr. McNie:** I'll be glad to look into it right away.

**Mr. Chairman:** Shall item 1 carry?

Item 2, grants for Colleges of Applied Arts and Technology. Mrs. Campbell.

**Mrs. Campbell:** Item 2, Mr. Chairman, is this the item and where in this item do I find the matter of the private vocational schools? Is it in here at all?

**Mr. L. M. Johnston:** Actually, Mr. Chairman, it's part of item 1, programme and administration.

**Mr. Chairman:** We will permit the question.

**Mrs. Campbell:** Do you do these things on purpose?

**Mr. L. M. Johnston:** No.

**Mr. Chairman:** You didn't ask, Mrs. Campbell, in item 1.

**Mrs. Campbell:** I didn't know! I was told it came in further. At least I understood I was told that.

**Hon. Mr. McNie:** As a matter of fact, if I had read all this material that I have here to read—I was really trying to spare you—I had down at the bottom about the private trade schools and you would have had the information. I was trying to be helpful and instead I loused it up.

**Mr. Chairman:** Since you have been asking about it since the estimates started, I will permit it.

**Mrs. Campbell:** Christmas! Isn't that awful? I suppose I could start with that since it really is before I get to grants for Colleges of Applied Arts and Technology.

I am somewhat concerned about the way in which we support the students in these private vocational schools. Could I have an explanation of the philosophy or policy? It seems to me that these schools, since they don't cost the taxpayers of the province money in terms of buildings and facilities and this sort of thing—I cannot understand why the students are not given the same opportunities as students in the colleges or any other area. Can I be told why they're not?

**Mr. L. M. Johnston:** Are you referring, Mrs. Campbell, to the—

**Mrs. Campbell:** I understand they can get a loan, but they can't get a grant. Is that so?

**Mr. L. M. Johnston:** They can get a loan, a Canada Student Loan.

**Mrs. Campbell:** I see. So as far as you are concerned, these people are just on their own.

**Mr. L. M. Johnston:** That is correct, and as far as the Ontario student programme is concerned.

**Mr. Chairman:** Mrs. Campbell, are you talking about the schools or of the students? The student support is the whole next vote, student affairs programme. You are talking about the students? You want to talk about

student loans, student grants, student support? It is completely different from support of the institutions.

Mrs. Campbell: I think it is too bad I didn't know that the member for Sarnia (Mr. Bullbrook) wouldn't be here so I could have gone over in advance to find out what this is all about.

Hon. Mr. McNie: That's right. It is too bad.

Mrs. Campbell: I am really in the dark on this.

What is the relationship of this ministry to those particular schools? Is it simply for what is called registration and not licensing?

Mr. L. M. Johnston: Mr. Chairman, that is correct. We register the schools and attempt to see that the students who do go there get value for their money, but it is not an approval of the schools or an accrediting of the schools. It is a registration only.

Hon. Mr. McNie: The reason for this, of course, as you are well aware, Mrs. Campbell, is that there have been a great many private schools that have exploited the community. You only have to pick up one of the morning papers and see the number of courses that are offered, and most of them wouldn't be registered by our ministry. But perhaps Mr. Hay would speak to this.

Mrs. Campbell: At long last we are going to hear him. We didn't get a chance to have him speak before because it wasn't the right vote, but now it is the right vote and we should have had him before, Mr. Chairman, I think you are a little confused.

Mr. Chairman: No, it wasn't asked in that vote. You didn't ask a single question on vocational schools.

Mrs. Campbell: No, because it wasn't pointed out that this was the proper area.

Hon. Mr. McNie: That is fair enough.

Mr. Chairman: That is fair enough. That's why we are allowing it now.

Mrs. Campbell: Yes, thank you.

Mr. J. B. Hay (Supervisor, Private Trade Schools): Mr. Chairman, the only relationship we have with the private trade schools or vocational schools, whichever you wish to call them, is that we demand that any enterprising person who wishes to set up a school or a training institution for a certain limited

number of occupations which we classify as trades, has to present us with a course outline—merely a course outline—and be able to meet certain financial commitments as a starting point for registration.

Thereafter this becomes an annual affair that he has to make the annual financial commitment, but all we do then is protect the student who is enrolled in the school, to ensure that he or she is getting full value for the contract he or she has signed with the school. If this isn't done then we act as either an arbitrator between the student and the school, or in the case of school failure, liquidate any performance bond which has been posted by the school, and ensure that the student gets at least something back.

Mrs. Campbell: Well, Mr. Chairman, if this is the case and we are concerned about protecting the student, if we are interested to see they get full value, why are we not interested in finding out if the full value is meaningful?

Mr. Hay: Mr. Chairman, when they present their course of studies, the course outline, it is our policy now to go to a competent authority—where possible, to a professional association—and ask them if this course outline does apparently purport to give the training which the operator says he is going to give. On that basis, then frequent—well, I shouldn't say frequent, but at least one—inspection is made per year of the school, an audit inspection of a type. The students are questioned and administrative documents reviewed to try to determine specifically whether in fact the school is meeting its commitment to the student.

Mrs. Campbell: May I take the questioning, Mr. Chairman, specifically to the professional or the practical nursing school on Elm which, according to the people who have gone through it, was licensed—I take it that's a registration at that school? How can we say that we have protected those students if in fact there are now 3,000 of them, by reason of the new legislation, unable to practise in the field in which they were enrolled and who this ministry was concerned to see got full value for their money?

Is full value for the money simply the fact that there are enough people in a school to teach something, whether it is useful or not? Or is it to ensure that when they get through in the school they've got something they can use?

Mr. Hay: Mr. Chairman, this school is somewhat different from the others. It was originally licensed—



**Mrs. Campbell:** That is what I understood.

**Mr. Hay:** —and that was the term used under the Department of Health. In 1956, the Department of Health decided that they should be put on a probationary two-year period to determine whether their graduates came up to the same standard as the equivalent of the registered nursing assistants as we have them now.

They were not only to meet a certain academic programme, but also to have a period of practical clinical training. In 1958 a full review was made by the Department of Health and it was deemed at that time that the ladies enrolled hadn't come up to the standards set by that department and they withdrew the licensing, suggesting that it should be a trade school rather than a nursing school and should come under the Department of Education and the Trade School Regulation Act. The Department of Education accepted that responsibility and the school has been registered since.

Now, under the terms of the present Act, that original registration must hold because the course outline which they presented at the time was all that was required under the Act. Therefore it, like existing schools, which were enrolled up to two or three years ago—May I diverge just for a moment to say that schools in the last two or three years have had to do more when presenting their course outline, they have had to present their curriculum, which we have taken to industry or authority to deem whether more than the course outline was a valid course. I would say that in the last two or three years the schools that have been registered have more validity in registration in some respects than schools which have been enrolled in the past.

Now the course outline under which this particular school was registered by the Department of Education, subsequently carried on by the then Department of Colleges and Universities, has not been reviewed because the Act as it stands at the present time does not call for it.

Furthermore, I think these ladies have a misconception about their role in society. They feel that they are nurses. They are akin —and this was confirmed as late as yesterday by the Ministry of Health—to the nursing aides who are being taught in our colleges at the present time. They are employable in nursing homes, in hospitals, in wards. There is nothing to say that they can't be employed.

The thing that the new Nursing Act does stipulate, though, is that they can't give medication—this would account for about 30 per

cent of the people employed in nursing homes and hospitals. The only females allowed—I shouldn't say females because men are involved now, too—the only nurses allowed to give medication are the registered nurses and the registered nursing assistants. All others must stay away from it.

These ladies can be employed. One problem arose with the change in the Act last year inasmuch as a number of the nursing homes and the hospitals thought it wise not to employ graduates from this school when there was available such a preponderance of registered nursing assistants and nurses' aides taught under the public system. There is an overabundance of them evidently. I somewhat doubt their 3,000 figure, the school itself does not quote a figure of that nature and the school, which is an inactive placement business, denies that.

**Mrs. Campbell:** Mr. Chairman, this is one of those areas where we cross several ministries, but it seems strange to me that the statement is made that these people are employable when indeed, in fact, they cannot get employment. Mr. Hays, it seems to me, latterly indicated that these others were preferred to them. I would say, Mr. Chairman, that there is a real responsibility, surely, when any ministry is either registering or licensing, to ensure that the people taking the courses do understand what it is they are getting into, and are protected.

It is a pretty casual type of protection in this particular case and I would certainly ask that the minister take it into consideration to check with his fellow ministries in the galaxy to see what the real situation could be for people like that.

**Hon. Mr. McNie:** Mrs. Campbell, we have, as a matter of fact. I've written to the Minister of Health (Mr. Potter) and it is a subject that, as you say, we have a real concern for, and we're hoping if there are changes that they will be incorporated in the Health Disciplines Act. The subject, as you say, involves so many questions of semantics—who is a nurse and who isn't, who is qualified to administer medication, and questions of this nature.

**Mrs. Campbell:** I recognize the need to protect the name nurse, that is simply what is important.

**Hon. Mr. McNie:** Yes.

**Mrs. Campbell:** Mr. Chairman, I would like, then, to just say a word. It is a difficult thing to foresee how I'm going to get



on to the question of aid when there is no aid to these people. But may I just ask this? Insofar as we have courses, secretarial courses and other such vocational courses, in these private schools, is it not a fact that they do train people without adding to public expenditures of money, such as the community colleges do? Why would it not be useful for the public to have encouragement given—let's put it that way, until I can get to the right section—encouragement given to students to enroll in these schools if, in fact, the programmes are useful programmes?

**Mr. Chairman:** Before the minister answers, Mrs. Campbell, I understand we are being called for a vote.

**Clerk of the Committee:** About 10 minutes, Mr. Chairman.

**Mr. Chairman:** About 10 minutes. Well, I think we should attend to our duties regardless. Before we rise to attend to our responsibilities in the Legislature, those of us who came here early I think missed an announcement by the Speaker. Since it concerns a member of this committee, I would just like to repeat it.

The hon. member for Ottawa West (Mr. Morrow) is today celebrating the 25th anni-

versary of his election to the House. He entered the House as the member for Carleton, and since it isn't likely that there will be another member for Carleton here 25 years, I felt perhaps the committee might just wish to make note of this and offer our congratulations to the hon. member.

**Mr. D. H. Morrow (Ottawa West):** Do I have to make a speech?

**Some hon. members:** No.

**Mr. Parrott:** Sit down.

**Mr. Foulds:** Why start now?

**Mr. Chairman:** We will reconvene after the vote, or at 8 o'clock, whichever comes first.

Is there any objection to calling the meeting to order without the minister?

**Mrs. Campbell:** Yes. I am prepared to move the adjournment.

**Mr. Chairman:** I shall call the meeting to order.

The meeting is adjourned until 8 o'clock.

It being 6 o'clock, p.m., the committee took recess.

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# Legislature of Ontario Debates

## STANDING COMMITTEE ON SUPPLY

Estimates, Ministry of Colleges  
and Universities

Chairman: Mr. S. B. Handleman

OFFICIAL REPORT — DAILY EDITION  
Third Session of the Twenty-Ninth Legislature

Thursday, June 7, 1973  
Evening Session

Speaker: Honourable Allan Edward Reuter  
Clerk: Roderick Lewis, QC

OFFICE OF THE SPEAKER  
PARLIAMENT BUILDINGS, TORONTO  
1973

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(Daily index of proceedings appears at back of this issue.)



## LEGISLATIVE ASSEMBLY OF ONTARIO

THURSDAY, JUNE 7, 1973

The committee resumed at 8 o'clock, p.m.

ESTIMATES, MINISTRY OF COLLEGES  
AND UNIVERSITIES

(continued)

On vote 2403:

**Mr. Chairman:** The meeting of the social development committee will come to order. I believe Mrs. Campbell had the floor on the question of private schools.

**Mrs. M. Campbell (St. George):** Don't take such a deep breath and say that—you'll just spoil it.

**Mr. Chairman:** No, but we'd like to complete that particular subject before we get into the main vote.

**Mrs. Campbell:** Well, what I think I was saying when we left off was this—I would like to hear from the minister as to why we shouldn't be concerned about giving incentives to supporting private vocational schools.

Not the schools themselves. I don't think they should have government support per se, but to give support and incentive so that those programmes can be carried out at a minimum expense to the public, as against putting the same type of programme into a community college.

Why don't we use the community college for efforts where there aren't established courses? Why don't we consider giving incentives to students interested in the courses to go to the private vocational school? Am I making myself clear, Mr. Minister?

**Hon. J. McNie (Minister of Colleges and Universities):** Yes, this is a question that the ministry has addressed itself to a number of times.

I think, essentially, that it's a matter of facilities in the community colleges being already available, and perhaps providing a more diverse experience for the student. Now this doesn't answer your question completely for the person who wants to get—it depends on the kind of private school course we're talking about—

**Mrs. Campbell:** Yes, of course.

**Hon. Mr. McNie:** It's my opinion, for instance, that in some of the secretarial skills private schools are doing a first class job. The question is how you decide which schools to help, or which students to help and which not to.

**Mrs. Campbell:** Well, that's it.

**Hon. Mr. McNie:** People who are in—I would just as soon not mention some of the others who might not be qualified—I know an awful lot of thought has been given to it. I've no doubt in the world that some private schools are providing at least as good, if not better schooling, at a lower cost.

As to how you equate this with the support of public institutions as opposed to private institutions to make the best use of the public institutions, I am not certain. I say the best use. But you can't be faulted for having teachers that have to be laid off, as Mr. Smith said, because courses have dried up. I don't know. Perhaps, Lorne, you would like to speak on that, having had more depth of experience in this matter.

**Mrs. Campbell:** I'd like to make it clear, Mr. Chairman, before anything further is said, that I am not advocating the public support of a private institution per se. It is a profit-making institution. I am just saying if it serves a purpose in the community then I do not see why, since it isn't a cost to the community, that the students shouldn't have the same kind of support they would have in a college, so that we don't need to duplicate the service in a college; and so that we can get on with our colleges in other areas where there aren't private vocational schools. I just want to make it clear—

**Hon. Mr. McNie:** In other words, looking at it—

**Mrs. Campbell:** I'm not advocating that we should aid the same sort of costs for private institutions.

**Hon. Mr. McNie:** I think that if we look at it, and there's no question that in the final analysis we should be looking at it

from the view of the student, the individual student.

Mrs. Campbell: That's right.

Hon. Mr. McNie: The question you are posing is a very valid one. Some of the responses I've given tend to be more institutional than they are individual.

Mr. Chairman: Would you like to speak?

Mr. L. M. Johnston (Assistant Deputy Minister, College Affairs and Manpower Division): I don't think there is—

Hon. Mr. McNie: The loan-grant problem. That's really what we're talking about.

Mr. L. M. Johnston: That is right. It is a problem for the student awards programme and there is really nothing, Mr. Chairman, that I can add to what you have said.

Mrs. Campbell: Well, I suppose I can return to it under the proper vote, but it did seem to me that I may be cut off when I get to the proper vote and find there isn't a programme. I may be told that I should have covered it someplace else. I want to be sure.

Hon. Mr. McNie: Well, I've had approaches made and Lorne knows that they have been discussed at some length. I think it would be very appropriate to help students who, for one reason or other, choose, and it may well be because of preference for a course or because of the locale and the convenience, to take a particular course.

Mrs. Campbell: Well, then I take it, Mr. Chairman, the minister is considering this matter and that we can look at it later.

Hon. Mr. McNie: That is right.

Mrs. Campbell: I think that is all I can probably hope to achieve at this point.

Now, turning to the grants for colleges. One of the things that interests me—without dealing with the philosophy, except the philosophy of compensation for municipal taxation—is that I am rather surprised the grants here are so much lower than in the other function. Is this a true reflection of the ratio of enrolment?

Mr. L. M. Johnston: I think it is a reflection of two things, Mr. Chairman—ratio of enrolment and the difference in costs. That is, some of the programmes at universities are more costly than others.

Mrs. Campbell: I am sorry, I am talking about municipal taxation.

Mr. L. M. Johnston: Oh, sorry!

Mrs. Campbell: Which is the same formula for everybody, isn't it?

Mr. L. M. Johnston: Yes, that is correct, yes. And that reflects the ratio of enrolment.

Mrs. Campbell: And do I take it, then, that in the debentures this is a true ratio between the universities and the college? I am surprised again at the instalments of principal and interest, when most of our colleges were brand new and had to have massive capital outlay—at least I thought they would—that this ratio is in this condition.

Mr. L. M. Johnston: Mr. Chairman, again this is a reflection of the ratio and also of the fact that the colleges are relatively new. If they had the capital expenditures or consent was given for building to go on, that figure would have been rising; but that would be the true figure for the debentures that have been issued for the colleges to date.

Mr. D. M. Deacon (York Centre): Excuse me, can you explain that again? It seems to me it would be higher, if anything?

Mrs. Campbell: I would have thought so.

Mr. L. M. Johnston: No; you see in the first two or three years—the colleges have been in operation now for five or six years—and in the first two or three years there were virtually no debentures, or relatively few debentures. Many of the colleges started in rented facilities covered under the operating costs at that time, so they did not become a debenture charge. They were covered on a "pay-as-we-go" basis.

Mr. Deacon: Well, this is for the coming year. And it reflects construction that has already been completed.

Mr. L. M. Johnston: That is correct.

Mr. Deacon: And these colleges are in operation, and in fact your construction programme has been slowed down substantially.

Mr. L. M. Johnston: Right!

Hon. Mr. McNie: Last year, just to give you the comparative figures—last year the figure was \$19,529,000; this year it is \$24,172,000.

Mr. Deacon: Right! But it's not likely to go up very much next year, is it?

**Hon. Mr. McNie:** Well, only to the extent that some of the colleges are completing projects that they started last year. In some instances they only had a hole in the ground, so that actually the most substantial of the building debentures still hadn't been incurred.

**Mrs. Campbell:** Well, it strikes me as strange. It seems to me, then, that the debentures under the previous classification must have been largely for the Robarts Library and Trent—or something.

**Dr. J. G. Parr (Deputy Minister):** Mr. Chairman, I don't have the figures before me. Perhaps the minister can remember them, but over the last 10 years the increase in the number of students at the universities has been greater than the total number of students currently enrolled at the colleges.

**Mrs. Campbell:** I am not talking about that. I am talking about debentures.

**Dr. Parr:** This relates to the number of buildings which have to be put up to accommodate them, and so the number of buildings that have been put up in the universities in order to accommodate the number of students represented by that increase is greater than the extent of buildings in the colleges.

**Mrs. Campbell:** I find it very strange because most of the colleges started from scratch. I am thinking, for instance, of Sir Sanford Fleming; I am thinking of some of the other colleges. It is amazing to me that again the colleges—I am a graduate of the University of Toronto, I would like to make that clear—become and are the poor relation of the university system.

I think that we ought to get the philosophy behind it, because to me there is still a very wide gap, somewhere in this, between the universities and their abilities to get money, and the colleges which are supposed to be serving in an accessibility programme more than the universities are really at this point.

**Hon. Mr. McNie:** They are both based on an entitlement which is in turn based on an enrolment. Essentially that is the way in which the capital resources—

**Mrs. Campbell:** Now just a moment, if I may, Mr. Chairman. You started out with colleges which didn't exist before; they certainly didn't start with an enrolment. They didn't exist.

**Hon. Mr. McNie:** No, what we are saying here is you are talking about equitability. I am suggesting that, as far as the equitability

is concerned, the essential formula for providing capital funds is different. That is all I am saying to you.

**Mrs. Campbell:** Mr. Chairman, I am not convinced. I am of the opinion that we started out with a college programme to do that thing which I think every one of us agreed with—to provide accessibility to more people for a post-secondary education. It was something which I was thrilled to see coming into effect. The colleges, basically, started from nothing and became colleges. I am amazed that again you have this wide disparity in your debenturing between—

**Hon. Mr. McNie:** One is \$72 million and one is \$24 million. But you have had a decade of building in the universities. As Mr. Johnston says you have got a full-time population here of 121,000 as opposed to 227,000.

**Mrs. Campbell:** It is \$72 million as against \$24 million, and this is our dedication to accessibility? At least I have got that out of it.

**Dr. Parr:** Could I try to respond in a different way, Mr. Chairman? The number of full-time students at the colleges is 50,000 or 60,000. Over the past 10 years the increase in the number of students at the universities has been greater than that.

**Mr. Deacon:** One point that—

**Dr. Parr:** The second point I was just going to add is, of course, that some of the colleges did start from more than nothing, Mrs. Campbell. In some cases they had buildings there.

**Mr. Deacon:** One of the points I was going to make there was you said the increase in enrolment at the universities was greater in the last 10 years than the actual total enrolment of the colleges. Don't forget that the major portion of the debenture borrowing by the universities has been in the last 10 years. There was very little debt outstanding, was there not, at this time 10 years ago? The universities hadn't borrowed a great deal of money, had they?

**Dr. Parr:** Prior to that?

**Mr. Deacon:** Prior to that. I thought the major university construction and borrowing had taken place in the last 10 years.

**Dr. Parr:** I think that would be correct.

**Mr. Deacon:** I think there is some point to Mrs. Campbell's question, because the



borrowing to construct these colleges which are looking after 55,000 students has been \$24 million now of annual debt cost. I will be very surprised if the actual increase in cost to provide the university accommodation for the same 55,000 increase hasn't been far greater. Do you understand what I am getting at? What she is referring to is the fact that the university construction costs have been that much greater; that is the reason.

**Mrs. Campbell:** That is what I am trying to say. These are established in—

**Mr. J. F. Foulds (Port Arthur):** I wonder if I could ask a straight question, Mr. Chairman? Is it not just a matter of cash flow on cost for buildings?

**Hon. Mr. McNie:** But they are not thoroughly reflected in debentures.

**Mr. Chairman:** Wait until Mrs. Campbell is satisfied, or at least gives up.

**Mrs. Campbell:** I don't give up easily, Mr. Chairman.

**Mr. Foulds:** You mean the debentures don't show?

**Hon. Mr. McNie:** As you know there have been acquisitions at Ottawa and at Windsor, and recently at Waterloo Lutheran, which aren't necessarily reflected in a debenture picture. In as far as we are talking about the buildings that are available to house students, this is only one of the dimensions by which to measure the building capital.

**Mr. Foulds:** But there were no leaseback buildings?

**Hon. Mr. McNie:** I don't know if you would call them leaseback, there were certainly lots of rented premises.

**Mr. Foulds:** I am talking about having—

**Mr. F. Laughren (Nickel Belt):** A la Hydro!

**Mr. Foulds:** A la Hydro and that kind of thing.

**Hon. Mr. McNie:** I would have to ask Mr. Johnston to speak to that.

**Mr. Laughren:** We might find out who the contractor was.

**Mr. L. M. Johnston:** Mr. Chairman, there were some buildings built on leaseback, and I can't recall the specific time, but there have not been leaseback projects in the last two or three years. There were some built

that way and some of them were later purchased by the college boards.

**Mr. Laughren:** Did we have a Hydro—

**Mr. L. M. Johnston:** I don't know.

**Mr. Foulds:** Can you get those statistics before this vote is out?

**Mr. L. M. Johnston:** Right, I think we can get that.

**Mr. Chairman:** Carry on, Mrs. Campbell.

**Mrs. Campbell:** Mr. Chairman, you will have to forgive a poor little girl from a big city who happens to have looked at budgets with debenturing. My experience—perhaps it is faulty—is that your debentures reflect your repayment of principal and interest so they have a relationship to capital costing. Now perhaps it isn't true with this government, but it was true when I was with the city. If I'm in error in that please correct me. If I'm not in error then all I can say is there is a wide disparity, and one of the principles on which this government went into the college programme, for which I applauded it, was to give greater accessibility in the post-secondary educational field to people who could not otherwise have this type of education.

I can only say there seems to me to be reflected in these figures either a withdrawal from the accessibility philosophy, or there is something radically wrong in the figures. Now if I can be corrected by somebody who knows more than I do about it, I'd be delighted to hear it.

**Hon. Mr. McNie:** I was just going to ask you if you had the actual total of capital investment in buildings?

**Mrs. Campbell:** No, what I have are the repayments, which must be related.

**Hon. Mr. McNie:** No, not necessarily. I was telling you earlier when I was saying—

**Mrs. Campbell:** You mean there is no relationship.

**Hon. Mr. McNie:** For instance, within the last week Waterloo Lutheran has become a provincially assisted university, and the debentures that you are talking about are not going to be reflected here to the extent they are going to reflect, necessarily, the capital holdings

**Mrs. Campbell:** Does Waterloo Lutheran come under universities or colleges?

Hon. Mr. McNie: Under universities.

Mrs. Campbell: And will you be assuming a debenture debt in this arrangement?

Hon. Mr. McNie: No, I don't think so.

Mrs. Campbell: Then what are we talking about?

Hon. Mr. McNie: It is just not reflected in these figures. I say these figures don't directly reflect this. The point I'm making is that while there's a relationship, it isn't necessarily a proportionate relationship. You'd have to see the total investment over the period of a decade, and we'd be very happy to give you those figures.

Mrs. Campbell: I would be very happy to see it. As it stands at the moment, however, what I'm looking at are colleges which started from a piece of probably very good agricultural land—certainly good land—and began to be buildings and began to be a campus and began to be a philosophy and began to be a way of life. I am not familiar with all of them. I do know George Brown; I also know Sir Sandford Fleming, which was a matter of building buildings.

I am concerned about this on the philosophy of greater accessibility. However, I don't suppose I am going to get anything more out of it. I at least have made the point, I hope, that I am concerned about it.

Hon. Mr. McNie: Mr. Johnston has some figures that might be helpful.

Mr. L. M. Johnston: Mr. Chairman and Mrs. Campbell, the total investment today in buildings in the college system is approximately \$324 million.

Mrs. Campbell: As against?

Mr. L. M. Johnston: As against? I don't follow you.

Mrs. Campbell: You don't have the university figure?

Mr. L. M. Johnston: No, I don't.

Mrs. Campbell: It doesn't help me much. Thank you very much, though.

In any event, when we come to grants for adult training, I wonder if I could know what programmes we are talking about. I don't want all of them; I want just the type of programme.

Mr. L. M. Johnston: These are the retraining programmes, Mr. Chairman, that are

purchased by the federal government through the province and given in the main in the colleges.

Mr. Laughren: In English only.

Mrs. Campbell: I was interested in this, because it happened I was the one to bring the city of Toronto under the adult retraining scheme. I thought that we spent an awful lot of time and effort to have unemployed draughtsmen teaching other people how to become unemployed draughtsmen.

What kind of control do we have of the courses we are giving and their usefulness to people; if it is in fact employment they are concerned with, and if it isn't then can I have an explanation?

Mr. L. M. Johnston: This is what we refer to as a buyer-seller type of arrangement where the federal government is the buyer and the province is the seller. The federal government through its Canada Manpower centres selects the trainees and arranges with the province for the courses that they will buy. I have explained those two in reverse.

First of all, they indicate what courses they would like to buy—this is done by discussion with ourselves. Then, having decided what courses they will buy, a decision is made as to approximately how many courses will be purchased in each centre, that is from each college. That having been done, then the federal government, through its counselling services and its centres, selects the trainees and sends them to the colleges. When the training is complete, they are responsible for having them placed in industry and business.

Mrs. Campbell: Well, then, Mr. Chairman, could I ask what research we do to find out what is needed in Ontario in the way of training and how we arrive at it?

Mr. L. M. Johnston: This again is, in the main, the responsibility of the federal government, in that they make the decision as to what they will purchase, and how many courses they will purchase in each of these courses.

Mrs. Campbell: And you have no input into that?

Mr. L. M. Johnston: Yes, we do.

Mrs. Campbell: Very good. Then I am asking you, Mr. Chairman, from the provincial point of view, what type of survey do you do to be of help to the federal government's

opposite numbers in arriving at courses which can be useful in this province?

**Mr. L. M. Johnston:** We have done a number of studies in the last few years, mainly in co-operation with the federal government and with other provinces. It is a nationwide programme, and Mr. Kerridge, who is here with us this evening, could perhaps give us some of the details of the type of studies and research programmes that have been carried on. As I indicated, our input has been in the main in co-operation with the other provinces and with the federal government.

**Mrs. Campbell:** Well, before we hear this, I would like to say that when I was in the city I used to spend my summers going to industries in downtown Toronto to see what their needs were for apprentice programmes and for other kinds of programmes for our young people.

Now for instance, one of the things I found was—I don't know what the actual term is—but ornamental ironwork, for instance, is a dying industry because we don't train anybody. It happens that the group that were doing the work on the Osgoode Hall fence, for example, and other things, were in my riding. They couldn't get anybody and they couldn't interest anybody into doing something to help that industry. It seemed to me a tragedy. Would you be looking at that kind of thing?

**Mr. L. M. Johnston:** Yes, we do.

**Mrs. Campbell:** What have you done about the ornamental iron industry?

**Mr. L. M. Johnston:** I can't tell you about that one.

**Mrs. Campbell:** I'd like you to be specific about some of these things, because I'm sick of these draughtsman who are coming out of our ears who can't get jobs.

**Mr. L. M. Johnston:** There is the industrial training aspect which, as I indicated at the beginning, is part of this division. There are a number of provincial advisory committees that consist of employer and employee people in the various trades—so that we do have quite a close contact with the industries.

**Hon. Mr. McNie:** What would be done in a case like this?

**Mrs. Campbell:** That's right. They're not a big business. They are rather a small, specialty business. Are they on your boards or

commissions, or anything? Do you have any knowledge of these people.

**Mr. L. M. Johnston:** Perhaps Mr. Davy, who is director of industrial training, could explain a little more about the provincial advisory committees.

**Mr. W. F. Davy** (Director, Industrial Training Branch): Mr. Chairman, with respect to the ironworkers, who are responsible for ornamental ironwork as well, we do have an apprenticeship programme for them. We have a provincial advisory committee—it's only been going for two years.

**Mrs. Campbell:** Oh dear—I reported to our municipal welfare people for apprenticeship programmes, I guess about six years ago, and it's finally catching up. That's good. I commend you.

**Mr. Davy:** Did you want any more details?

**Mrs. Campbell:** Yes. I think there is only one company—

**Mr. Davy:** No, on the ironworkers—

**Mrs. Campbell:** —in Ontario doing this specialized ornamental ironwork.

**Mr. Davy:** That might be a manufacturer.

**Hon. Mr. McNie:** What do you mean "specialty"?

**Mrs. Campbell:** Well, I'm talking about people who are doing restoration work, such as the old Osgoode Hall fence, which is part of our historic past. Goodness knows there is a great demand for this in our province; so they tell me. They felt that they might have to go out of business because they couldn't get help. They couldn't get people to train for this type of work and they had a very good business. My penchant as a municipal person was to report it to Mr. Anderson of Metro welfare at the time and say: "Can you get us some apprentices to get involved in this?"

They would be off the welfare rolls and would have an insured future, because it is a dying skill.

**Hon. Mr. McNie:** I'm sure you must have something you want to add, Mr. Davy.

I've had experience myself in trying to get this kind of work done. You can get it done in a welding shop providing you can get people who have enough interest and talent—



**Mrs. Campbell:** It isn't a welding job, Mr. Chairman.

**Hon. Mr. McNie:** A lot of it is. It's a shaping.

**Mrs. Campbell:** Yes, but this is—

**Hon. Mr. McNie:** And a lot of it is being done, I know, because we did quite a bit of it at Dundurn Castle. And we have done other places. It is a special art work, partly because there is craftsmanship involved in it.

**Mrs. Campbell:** That's right.

**Hon. Mr. McNie:** And it isn't easy to motivate some of our people to do some of this kind of work.

**Mrs. Campbell:** I've found, with respect Mr. Chairman, that it was not a question of motivation. It was a question of communication. The people didn't know that this was available to them and what they could hope to gain by getting into this area of work.

I don't want to belabour it because it is a very specialized field, but I'm so sick and tired of programmes which train people to go no place. I'd like to be sure that with this large sum of money we are really training people in areas where they can not only have a job but promotion. Where they can find a future, a life. And you say that they are now involved in this?

**Mr. Davy:** I believe, Mr. Chairman, that the member is referring to a specific firm which turns out ornamental ironworks.

**Mrs. Campbell:** Sure I was; and I was not promoting the firm, but it happened to be one I knew.

**Mr. Davy:** Oh no. But what I was referring to was the ironworker trade where there would be apprentices. A specific firm turning out ornamental ironwork wouldn't have apprentices, I wouldn't think.

**Mrs. Campbell:** Yes, they wanted apprentices and couldn't get them.

**Mr. Davy:** Yes, but of course an apprentice is different—an apprenticeship programme must be of at least two years' duration. The skills are much more involved than—

**Mrs. Campbell:** Is it too much trouble?

**Mr. Davy:** Too much trouble?

**Mrs. Campbell:** To get it going?

**Mr. Davy:** Oh no, but it may not be adaptable to the apprenticeship programme, but to one of the short-term training-in-industry programmes. The point is, no one has made representation to us for such a training programme to my knowledge.

**Mrs. Campbell:** May I take it that I'm making representation, not for the programme—I don't run a factory of that kind—but I'd like to know—

**Hon. Mr. McNie:** Would you like to speak to it, Mr. Kerridge?

**Mrs. Campbell:** —that you'd look into it, because we should preserve dying arts and skills, it seems to me, with this kind of a programme.

**Hon. Mr. McNie:** Well, we are in a great many instances; this is why I want to hear it.

**Mr. L. Kerridge** (Programme Co-ordination and Agreements): Mr. Chairman, I would just like to comment a little bit about the nature of the courses and the variety of the courses, because I agree it's extremely important that we don't just keep reproducing the same old thing. The procedure that is normally used is that a team sits down in each community, usually centred around the community college. In London, for instance, it would be around the Fanshawe College organization, and so forth.

A team sits down in each of these communities. It's made up of representatives of the college, of the local Canada Manpower Centre, of provincial officials—to make certain there is a distribution over the province, because this is quite a problem—and also federal officials. All the known requirements of that community are looked at, and if in fact there are any needs that have been identified for which there is no training programme at that point in time, then procedure is set in motion to set up programmes.

In this kind of procedure there are over 100-some-odd courses in the province in various cities. We have a folder that is quite extensive and describes all these. I won't read them all, but some examples are optical lens processing—

**Mrs. Campbell:** Optical lens processing?

**Mr. Kerridge:** A great variety of courses that range all the way from aircraft maintenance through to welding, the usual one you hear about. I just want to stress that there is a great variety of activity to meet the great variety of situations across the province.

**Mrs. Campbell:** I think, Mr. Chairman, without dwelling on it, sometime I would like to see—and it's a dirty word I suppose—the local politicians involved in this kind of a programme, because they're not a bit assured that colleges, universities and the kinds of people you have mentioned are going to get down to the nitty-gritty and really sort things out.

Perhaps the politician in London, the local politician, or the local person in any place else, they really are not dull people, they really may have an input into this thing. I would suggest you broaden your horizons and incorporate these people who may very well know the needs of a community, the needs of a local industry and this sort of thing, to assist you in making your programme meaningful.

**Hon. Mr. McNie:** I think in a lot of cases they are. I happen to know, in Hamilton for instance, that Mrs. Jones is very active with the Mohawk College. And I know several people—

**Mrs. Campbell:** Not Mayor Coppins?

**Hon. Mr. McNie:** No.

**Mrs. Campbell:** I see. Mrs. Jones is on the right side of the fence.

**Mr. R. F. Ruston (Essex-Kent):** That helps, doesn't it?

**Mrs. Campbell:** That helps.

**Hon. Mr. McNie:** She is not on the board, as a matter of fact.

**Mrs. Campbell:** I wouldn't think the Tories really have all the answers. I think there are other people who have some answers, too. But she is a lovely person, I grant you that.

Mr. Chairman, all I can do is say that I approve of an adult training programme. I think it important that it be meaningful; that we draw on the local communities. That we understand there are localized industries and not big businesses. And that we understand that there are people who are in a moderate income range who might have needs.

These people are busy, they don't have time to run around and tell you about their needs. But if you got to them, you might find that there should be opportunities available to these people.

Certainly I hate to see industries die for lack of proper support in a programme of this magnitude. I suppose the same sort of

thing applied when we undertook courses in horseback riding, buggy repairs, harness repairing and witchcraft at Sheridan. Were they the result of the same group, or was it a local politician who decided in their favour?

I am sorry, I am not familiar—Mr. Bullbrook has left again—with the item on the unfunded liability of the pension fund. What are we talking about there in grants for colleges? I presume the pension fund is something to do with the staff.

**Mr. L. M. Johnston:** Mr. Chairman, that is correct. When the colleges were started, a pension fund was created for them into which the employees make contributions. It was necessary to have the fund actuarially sound and the \$616,000 is the amount that's paid—

**Mrs. Campbell:** By the government?

**Mr. L. M. Johnston:** By the government!

**Mrs. Campbell:** To make it actuarially sound.

**Mr. L. M. Johnston:** That is correct.

**Mrs. Campbell:** While at the same time the same government is borrowing from the teachers' pension fund at a very low rate of interest. It is interesting, isn't it?

**Mr. Laughren:** They are not contributing anything either.

**Mrs. Campbell:** That's right. And isn't it interesting—the different philosophy when we get to a college.

Apprentices' tuition: Could you tell me what that is? I think you covered it in your opening remarks. I am sorry, I didn't take it in. I don't take things in very well until I read them.

**Hon. Mr. McNie:** The most important thing is that \$7,185,000 is taken up by the federal government, but perhaps we may describe the programme in more detail.

**Mrs. Campbell:** Well, the \$7 million comes back to us from the—

**Hon. Mr. McNie:** That is the federal government.

**Mrs. Campbell:** Yes, so that this again is not a true picture in a sense. We don't get offsetting accounts—

**Mr. L. M. Johnston:** No, it comes back to the consolidated revenue of the province.

This, Mr. Chairman, if I could refer back to my comments earlier on the apprenticeship system, the apprentices work on the job and then for stated periods of time go to the colleges for their classroom work. This is the amount of money paid to the colleges for the work they do for classroom teaching of the apprentices.

**Mrs. Campbell:** Could you tell me if you have any women in the apprenticeship programme?

**Mr. L. M. Johnston:** Mr. Davy.

**Mr. Davy:** Yes, Mr. Chairman, we do. We have women in various programmes.

**Mrs. Campbell:** Could you give me a "for instance"?

**Mr. Davy:** The hairdressing apprenticeship programme has quite a number of them.

**Mr. Laughren:** They are the stereotypes—

**Mrs. Campbell:** Yes. What happens if a woman wants to apprentice in something you might call off-beat? How does she get into it? Does she have any problems getting into it?

**Mr. Davy:** No problem at all, Mr. Chairman, it is a matter of—

**Mrs. Campbell:** Does she have to be 6 ft tall or something?

**Mr. Davy:** No, we have had—

**Mrs. Campbell:** —or weigh 1,000 lb?

**Mr. Davy:** We have had women in auto mechanic courses and various other courses normally in the male domain. There is no problem at all. Anyone who wants to get into an apprenticeship programme is encouraged by our field apprenticeship counsellors to enrol.

**Mrs. Campbell:** And now, could I go on to the occupational competence testing? What's that?

**Mr. Davy:** Mr. Chairman, occupation testing is for people coming into the province from outside the province, who are bringing us proof of experience in a trade that may or may not relate to the trade as practiced in Ontario. We have them take a practical test at the nearest college to determine their basic competence, after which they are asked to write the regular certificate of qualification examination.

**Mrs. Campbell:** I see, so that everyone who comes in—these are just for people from outside the province coming into the province—

**Mr. Davy:** And from outside the country, too, of course.

**Mrs. Campbell:** Well yes, but outside the province. Well, what is the fee for this individual testing?

**Mr. Davy:** The fee is nothing for the individual, but we do pay the colleges for carrying out the tests.

**Mrs. Campbell:** In a sense I would almost think—you know, off the top of my head—that this test might be something they should be charged for like anybody else. However, they are not charged.

Now we come to the diploma nursing education.

**Hon. Mr. McNie:** I must say, speaking, if I may, just briefly, on the question of industrial training. One of the other things I have been impressed with, too—for me it is a very new field—is the extent to which, in some areas, industry and the trades have been working very closely together.

For instance, I was up in Sarnia where they had a dinner for 38 persons graduating in steamfitting, carpentry, plumbing and a variety of other trades.

**Mrs. Campbell:** What were their firms?

**Hon. Mr. McNie:** They were contractors. There were about 400 at that dinner, which is quite unique. I think the fact they have had some good experience up there in labour relations is a result of the fact they have been able to work to put the trades together, instead of having individual presentations. They put all of their companies together, and this is happening more and more frequently. There is another dinner tomorrow night along the same line.

**Mrs. Campbell:** I am delighted to hear it, Mr. Chairman. I think it is a good step forward, except that I would hope that by the time the next estimates roll around we would see something of the participation of what I would call the middle industry group.

I am inclined to feel, rightly or wrongly, that perhaps we engage too much with the large firms — and they may not be the specialty firms, and not be able to give the employment that others could give. I have nothing to go on.



Hon. Mr. McNie: No.

Mrs. Campbell: I have no statistics. I just throw this thought out as a matter of concern on my part and hope that we would be looking at industry at all levels. Now as I say, we come to the diploma nursing education.

I did speak, Mr. Chairman, with the minister on the matter of Laurentian. I thought as a result of my discussion that this matter had been resolved.

I was saddened to hear today that apparently there are still some very on-going questions about this particular course. Again, I point out that I really feel the students are very deeply involved. They should not be misled as to the value of a course when they pour in not only their money, but their lives and their future; and I come back to the questions which I posed earlier.

Hon. Mr. McNie: I had the question and I gave it to one of our people. I think we're prepared to respond to it.

Mrs. Campbell: Good.

Hon. Mr. McNie: Mr. Shaver, if you would.

Mr. D. W. Shaver (Associated Director, Applied Arts and Technology Branch): Mr. Chairman and Mrs. Campbell, I think you were referring to a concern which has been held by some nursing instructors who would be transferring to St. Lawrence College. Is this the one you're referring to?

Mrs. Campbell: Nursing teachers, who are in the same category as nursing teachers anywhere, who are transferring to St. Lawrence and finding themselves instructors rather than masters.

Mr. Shaver: In our instructions to the colleges and to the task forces throughout the province, we advised them at the time position offerings were being made to use the existing classifications that were in effect in the college at that point in time.

In our college system there are five categories of instructors; there is the instructor and four categories of masters.

Now St. Lawrence College is an exception. It has been operating, I think, since the first of the year on a two-category system of a master and an instructor. It was on this basis that St. Lawrence College has made its position offerings.

Mrs. Campbell: Mr. Chairman, I point out that this may well be their classifications for new teaching staff—

Mr. Shaver: Right.

Mrs. Campbell: —but the people who are going there are the victims of a transfer and in my view should not be regarded as new teaching staff. They should be taking the same classifications to those campuses, those three campuses, as they have in the rest of Ontario.

I would have thought, with respect, that the ministry would have had the teensy little bit of foresight—which this government has lacked in every area—rather than producing a programme without any planning whatsoever and not taking into consideration what it does to people.

In my view, this classification should be across the board. I want to know from the minister whether he will look into it and see that this classification pertains to people being transferred, as victims of a transfer, in a different way from new professors coming into the programme.

Mr. Shaver: Mr. Chairman and Mrs. Campbell, I think it's coincidental that we expect in our college system that there will be this two-level classification put into effect. The committee which is working on this new classification system hopes to have its material ready so that all teachers in all colleges will be reclassified this fall, and the nurses will get the same treatment. We have tried to assure the nurse instructors who will be transferring to the colleges that they will not be second-class citizens.

Mrs. Campbell: They are at St. Lawrence now! Your assurance hasn't been very important.

Hon. Mr. McNie: In all fairness, I spoke to the RNAO about a month or so ago. We pointed out that one of the problems was that they were within about a month and a half of the new contract which is being finalized in the colleges. We would have preferred that everything would have been handled at once but because of the uncertainty of the nurses, we suggested that they go ahead and make arrangements on the basis of the previous contracts.

Mrs. Campbell: All right. I can only say, Mr. Chairman, it is a very clear case of discrimination and I don't want to see it continued. I am with the RNAO 100 per cent on it!

**Hon. Mr. McNie:** We're both on the same side.

**Mrs. Campbell:** Good.

Secondly, I want to know, since I didn't get the answer in the House, what is happening to my kids—many of them in my riding—the nursing students in Toronto; to whom do they apply, as of today, for grants for community college programmes? Where are the faculty going? Why are they in a less preferred position for making their preparations than those from the rest of Ontario who have been working since Jan. 12 in the preparation for the courses in September?

**Hon. Mr. McNie:** I tried to indicate this afternoon that Toronto had been regarded by all those who were involved in the discussions, which included the nurses—

**Mrs. Campbell:** Did it include the students, who were the ones involved, and the faculty?

**Hon. Mr. McNie:** Perhaps Mr. Shaver can answer that. As far as I'm concerned it did.

**Mr. Shaver:** With respect to the students, Mr. Chairman and Mrs. Campbell, the students apply in the same way as they have always done and they were instructed accordingly.

To keep the students aware of what has been going on in this transfer they were all given, through their directors of nursing, a 21-question and answer sheet I think. In addition, students were invited to all the regional meetings that we held throughout the province. In the downtown Toronto area one of our representatives from the branch met with the downtown Toronto student nurses and spent a whole evening with them. As I understand it, they had a very good discussion and we thought most questions were answered at that time.

**Mrs. Campbell:** Mr. Chairman, do I take it that these young people are going to be funded for the college programmes on application to their present school?

**Mr. Shaver:** They apply to their present schools on the same application forms as they have done in the past, Mrs. Campbell.

**Mrs. Campbell:** What does the faculty do?

**Mr. Shaver:** With respect to downtown Toronto, it was recognized as a unique situation and a special study has been done on Toronto.

**Mrs. Campbell:** I am aware of the study. It's been over 10 days sitting on somebody's

desk and RNAO doesn't know about it. Now, would you tell me what does the faculty do? As of tonight?

**Mr. Shaver:** The faculty have been assured that they will not be disadvantaged because of the transfer but we do not know the organizational structure as yet for the downtown Toronto situation.

**Mrs. Campbell:** And you don't think they're uptight about it? Haven't you any imagination about what you've done to the student nurses and the faculty in downtown Toronto? Every one of their members from across this province has known since Jan. 12 where they were and what they were doing, and they don't know yet.

**Hon. Mr. McNie:** They've been kept posted.

**Mrs. Campbell:** I'm sorry, Mr. Chairman. The RNAO today asked me if I could get the answers to the question because a great deal of the unrest in my riding and other downtown areas is due to the fact that they do not know. The faculty are unable to deal with the student problems because they're so immersed in their own. I asked for a letter to come to clarify the question for the nursing students. I am sorry that the letter didn't come to me. It was promised.

I want to know what happens to a nursing student in the present course before she gets into the colleges and universities. If she misses an eight-week rotation period due to illness or a death in the family or something over which she has no control, I was advised that she would have to pay for her course for a period of time in a college even though she's paid her course in her present school. Then that was contradicted and I was advised that she could pick it up without any payment of fees and that I could have a letter to that effect so that I could take it to the students. I have not received the letter. What is the answer?

**Hon. Mr. McNie:** I am not aware of this letter you are speaking about. Are you addressing yourself to somebody?

**Mrs. Campbell:** No, I'm sorry. I took it up with a part of your ministry and not with you, Mr. Minister. That's, perhaps, where I made a mistake. Could I have the answer?

**Mr. Shaver:** Mrs. Campbell, you know what my answer was verbally.

Mrs. Campbell: Yes.

Mr. Shaver: The written reply is coming. I'm sorry it's been late.

Mrs. Campbell: How long is it since I was promised that written reply?

Mr. Shaver: I would think about a week ago, if I recall correctly.

Mrs. Campbell: No it is over that, because I was in Peterborough after I saw you. Then I take it that we can assume that if a nursing student, who is presently in a school, misses an eight-week rotation period through illness or some such thing, she will be able to pick that up in the college course.

Mr. Shaver: That is right.

Mrs. Campbell: Without additional fees.

Mr. Shaver: That is right.

Mrs. Campbell: Thank you, I have nothing further on this item.

Mr. Chairman: Mr. Laughren, did you want to speak on this item or are you going to wait?

Mr. Laughren: Mr. Chairman, I certainly am going to speak on this item, because I can assure you of all the institutions within the post-secondary community my affection is for the colleges of applied arts and technology, as a former instructor in one of those, and I continue to—

Mrs. Campbell: You have a conflict of interest.

Mr. Ruston: Right.

Mr. Laughren: No, as a matter of fact when I left the college of applied arts and technology where I was teaching I had to resign, I couldn't even take a leave of absence; I had to resign from my position. So there is no conflict of interest.

Mrs. Campbell: So did I.

An hon. member: Welcome to the club.

Mr. Laughren: So my feelings of affection for the colleges of applied art and technology are based on a relatively intimate knowledge of them, their operation, and I might add some of their problems.

My concern for them is based on what I think is a lost potential for what those colleges could have been and still can be. I can assure you that I still have a great

deal of hope that the colleges can be an exciting medium of learning at the post-secondary level.

I noticed in the dollars that are to be voted, there is not a penny, if I remember correctly, for capital construction. I don't think there is any money for this at all. Is that correct?

Hon. Mr. McNie: For capital construction?

Mr. L. M. Johnston: There's nothing in this vote, but it is included in another ministry, Treasury and Economics.

Mr. Laughren: Oh, I see.

Mr. L. M. Johnston: The same as the capital money that is provided for the universities.

Mr. Laughren: I understand. I do think that with the enrolment in the colleges continuing to rise—I believe at about a level of 13 per cent—when the moratorium was applied last year it was applied with perhaps not quite enough appreciation for the stage of development of the colleges as opposed to the stage of development of the universities of the province. I hope that when you are reconsidering the moratorium, or at least considering whether or not there should be any exceptions, that you will keep this in mind.

Hon. Mr. McNie: I remember your words very well last week. You mentioned the word "walls" so often that I'm very conscious of your concern about having too many walls.

Mr. Laughren: That's correct. I know I attempted to outline to you at that time why I saw no contradiction in my plea to you to not abort the development once you had allowed the direction in which they were to grow to begin.

If you had said at the beginning, or had kept the faith of Bill Davis' vision of no walls, then no one would be asking you for walls at this time. But you did not do that, or your ministry did not do that, and that's why at this time there is a bind within some of the institutions.

So I see no contradiction in my position that there have been too many walls built, and my argument that once you had decided that the direction is indeed to one within walls, then you have a commitment to allow them to develop properly, and I don't think you are allowing them to do that.

I know that my main concern in the



colleges is the lack of outreach that has gone on by those colleges, and of course that's inseparable from the fact that the walls have been built.

**Hon. Mr. McNie:** You mean outreach within the community, or outreach into other communities, or both?

**Mr. Laughren:** Both, and certainly in northern Ontario. I suspect it is more into other communities that I'm talking about. In southern Ontario, I suspect it is into the immediate communities. I really think we wouldn't even need current dialogue on the open sector and open education of the colleges had developed the correct way. They themselves would fulfill the role of the open sector.

I think there was a tremendous opportunity here for the colleges to develop on those lines. It was the ideal avenue for post-secondary education to take when they were developing, and in their early growth years. I personally don't think it is too late. Even though you have built those institutions, they are still going to grow.

**Hon. Mr. McNie:** You recognize that there are two extreme points of view so far as the best way for an open college or an open academy to operate, within or without the formal institutional system.

**Mr. Laughren:** Yes.

**Hon. Mr. McNie:** In Britain they found that it worked far better outside of—

**Mr. Laughren:** Yes, I agree.

As a matter of fact one of the things I would like to see is the colleges develop an interface with people like Frontier College. There shouldn't be the distinction there is now between Frontier College and the CAATs. I am not suggesting you move in and take them over—that would be the end of Frontier College.

On the other hand, they might be subversive enough to put an end to the present situation in the CAATs. I really most seriously mean that. I think that is the direction that the colleges should have moved in because really, you are duplicating one of two institutions the way you are going now, the high school system or the university system, and we don't need a duplication of either. Heaven help us if the CAATs developed into senior high schools. It is bad enough if they developed into junior universities; but senior high schools, the thought is deplorable!

I think the colleges could have been opened in several ways, and I'll be more specific here. They could have been opened in the satellite concept, with colleges in all the communities—not walls, colleges. Certainly in northern Ontario the opportunity was unlimited to provide services to people who just otherwise had none. There virtually was no limit on what kind of services could have been provided in small community after small community; and they haven't been provided.

It is primarily for two reasons, I think. One is the lack of direction by the ministry; and two is the lack of funds. Those two points are inseparable.

They could have been more open by a more informal community involvement. By that I mean involvement with community groups; involvement with business and industry; involvement with the trade union movement; involvement with the high schools and the universities in a very open and informal kind of way. Not in the highly structured kind of way that they tend to move now.

Another area is with our senior citizens. There is an enormous potential being totally neglected here, I think. You might even say the colleges, by default, could have moved in on some of these areas because no other area is utilizing the resources there in terms of people in a community who have a great deal to offer.

I use the senior citizens just as an example. I think there was an opportunity to be more open in the integration of full-time and part-time education without—and I hasten to add this because I know what is likely to happen if we don't keep a very close eye on the Council of Regents—without exploiting the faculty, that is by having the part-time education and full-time education inseparable. There really shouldn't be a distinction there in the community colleges, in my opinion.

But what I am most concerned about is that the faculties, which came into these colleges under one assumption, will be told that the rules of the game are changing right in the middle of it and they will be expected to teach day and night, even though the total hours might not change. That is not fair to the faculty. If they were hired on that understanding that is one thing, but to change the rules in the middle of the game you are asking for very serious trouble. There have already been enough problems with the faculty and the colleges, I think, without adding that burden to the faculty.

**Mrs. Campbell:** Why should they be different from the students for whom no plan was made?

**Mr. Laughren:** Well, I am talking now about—well, I will stick to the idea of being more open.

The colleges could also have been more open in terms of the way they are governed, and we have heard, during these debates, discussion in the past about the lack of the democratic process in the colleges.

And they really are unique. There is no senate. There are no students as voting members of the board of governors—and let's not consider the "token observer" on the board of governors, when the board of governors then go into camera every time there is anything important to discuss! That is an insult to the students and it is an insult to the faculty members who might be there as observers.

The colleges use an incredibly stupid argument when they talk about the reasons why faculty and students shouldn't be voting members of the board of governors, or indeed why they shouldn't even be part of the budgetary process in the institutions. The argument they use, Mr. Chairman, is that they wouldn't be interested; they would just get bored. Have you ever heard anything more paternalistic than that? They have indicated that they have an interest in playing a significant role in the decision-making. How dare the council of regents and the self-perpetuating boards of governors claim that the faculty and the students would be bored and wouldn't care to take part in those discussions? That is a lot of nonsense.

**Mrs. Campbell:** It is wishful thinking.

**Mr. Laughren:** Let me quote to you what they say at Conestoga College: "Provincial legislation prevents the board from appointing a student as a full member," said governor William Byers of Stratford. "Provincial regulations require that 12 full-fledged college governors be appointed by the minister."

This means most members are selected from a list submitted by existing governors. And you wonder why I say it is self-perpetuating. Or why I even sometimes slip into the more dramatic and say it is incestuous. That is why.

But then here is where the governors of the colleges fit neatly into your description of them when you said they were not dealing with the gut issues. They are quoting you, Mr. Minister:

The minister asked how much time governors spend on such important matters as equality of courses and teachers and reasons for the large number of drop-outs. He claimed some new courses are launched, not to fill a student need, but to use available funds, teachers or space.

I agree with you, but do you know what the governors of Conestoga replied? They said they did not feel the comments applied to them. Well, I will tell you if that is their attitude the comments certainly do apply to them, and I think you were right on.

Before I move on, I wonder if the minister could respond to that, through you, Mr. Chairman. Just why has he not provided the kind of direction that is accepted now in the university community? You wouldn't have this in the university now at this point in time, I don't believe.

**Hon. Mr. McNie:** Wouldn't have what?

**Mr. Laughren:** You wouldn't have this kind of undemocratic process. You either have a senate or you have a unicameral form of government in the universities. Why do we allow this archaic system to perpetuate itself in the colleges?

**Hon. Mr. McNie:** First, of all, you have to recognize that even Toronto, with the advance it has made in this last year or so, is almost unique. It is certainly unique in Canada. And colleges are working away, some of them very hard, trying to provide what might be a much more representative form of government, and we are encouraging them to.

**Mr. Laughren:** Encouraging who? The colleges?

**Hon. Mr. McNie:** Yes.

**Mr. Laughren:** Well now, I was very specific, Mr. Chairman, in my remarks, and I would really ask the minister to respond in kind, because I think that we have let the minister get away with murder in these estimates because we have allowed him to respond to the Liberal Party and their trivia.

I am asking the minister now—I know who the enemy is, they are combined—I am asking the minister now, to respond at something other than a superficial level to the kind of direction he is prepared to give the colleges in this province.

**Mrs. Campbell:** Perhaps if you had been more interested in trivia you might have discovered some of the inadequacies in the project, such as the two—

**Mr. Chairman:** Order, please!

**Mr. Laughren:** I didn't notice them changing any votes.

**Mr. Chairman:** Mr. Minister, there has been a question put to you.

**Hon. Mr. McNie:** Well, I think, unless you don't believe what you read in the paper—I don't remember exactly what that particular clipping said, but I think they got the drift of the message—we were saying there should be more representation and there should be younger representation.

**Mr. Foulds:** Are you going to change your legislation?

**Hon. Mr. McNie:** There is no legislation that precludes a student from being on the board of governors.

**Mr. Foulds:** No, but there should be legislation that insists on it.

**Hon. Mr. McNie:** I beg your pardon?

**Mr. Foulds:** Why don't you bring in legislation that would insist on it? That is what you are there for, you know.

**Hon. Mr. McNie:** We are getting back to this question of to what extent do you go to establish an end? Use a club or use another means of accomplishing the same end? Frankly, the quality of leadership in the particular institutions is going to make the difference. Not whether or not you set it up as a requirement in our legislation here for 22 colleges.

**Mrs. Campbell:** You used a club against the universities to tell them not to absorb the additional increase in fees. Now why is it different? Don't speak out of two sides of your mouth.

**Mr. Chairman:** Order, please!

**Mr. Laughren:** Mr. Chairman, if I might be most personal and most sincere for a moment—and I hope the minister will take at face value what I am saying—I desperately want to help him get rid of his reputation of being a benevolent marshmallow. That is why I am suggesting that he bring in legislation that would make it mandatory for the boards of governors to be more democratic and to include students

and faculty on those boards. And to make it mandatory for the administration in the colleges to open up the budgetary process to the faculty and students as well. I don't think that is asking for anything that is too radical for even a Progressive Conservative government. It might be too radical for a Liberal government, but not for a Progressive Conservative government, surely?

**Hon. Mr. McNie:** Maybe we could achieve the same ends in different ways, Mr. Laughren. The government in Saskatchewan tried to accomplish it—

**Mr. Laughren:** You are positively paranoid about those other governments! You have enough on your plate right here.

**Hon. Mr. McNie:** There is a difference in approach. They used the club and then they had to back off trying to reconcile problems between Regina and Saskatoon.

**Mr. Foulds:** How are you going to accomplish it?

**Hon. Mr. McNie:** I am just telling you that we will make those gains. There is nothing wrong with being a marshmallow. In fact, as somebody said of a marshmallow, if you press it, it will come back again.

**Mr. Foulds:** It also melts in the rain.

**Mr. E. W. Martel (Sudbury East):** Does the minister recall the University of Toronto bill?

**Hon. Mr. McNie:** Do I recall it? Yes, I recall it.

**Mr. Martel:** I was here, and I never saw a group so paranoid, so wild, and so irresponsible as the head people from the University of Toronto during the debate on that bill. They were absolutely beside themselves.

The point I am coming to, Mr. Minister, is that what my colleague is talking about is the fact that unless you legislate it they will keep the same type of system, no matter how much you implore them through niceties and what not.

They get hold of the reins and they don't want to surrender one inch. I can recall those debates that went on for days here—and the stuff that came from the heads of supposedly educated men! My God! Mr. Morrow was here; he saw it. He was as disgusted as I was.

**Mr. D. H. Morrow (Ottawa West):** I didn't think the professor had a lick of sense.



**Mr. Martel:** Yes, he was just about wild. They were just beside themselves. They are not about to surrender anything. They are not about to allow anyone in.

**Hon. Mr. McNie:** Is that the faculty you are talking about, or the administration?

**Mr. Martel:** They were all here. My God; the administration, even a couple of the faculty members. Who is the guy—Sisco, or whatever his name is—who does the arbitration for the Ministry of Labour sometimes? Crispo? Crispo, that was his name.

Yes, well he was just wild; I never saw the likes of it, to keep students off. The most responsible people at those hearings were the students. They impressed the members of this Legislature with their sincerity and so on. The rest did not.

**Hon. Mr. McNie:** I have been very impressed with the responsibility and the sincerity of the students I have been meeting on the campuses too. I think that some of them, between them — and there are three parties involved in this—

**Mr. Martel:** All right.

**Hon. Mr. McNie:** They are making strides and we are going to encourage them. Whether we bring in legislation or not!

**Mr. Martel:** Why don't you bring in a bill?

**Hon. Mr. McNie:** This isn't the place to discuss how we are going to accomplish it. The fact of the matter is that we are moving in this direction.

**Mr. Martel:** Why don't you introduce a bill?

**Mr. Laughren:** Mr. Minister, we are not prepared to accept your bland statement. You have given us no concrete evidence that you are moving in any direction.

**Hon. Mr. McNie:** Well, you won't get any more than you got just now.

**Mr. Martel:** Is the minister afraid to introduce a bill?

**Hon. Mr. McNie:** What are you going to do about it?

**Mr. Martel:** Is the minister afraid to introduce a bill?

**Mrs. Campbell:** Is anybody going to ensure that we get a deputy who is also from colleges so we have one of each?

**Mr. Laughren:** We'll move a vote of non-confidence in you, that's what we'll do about it. Then you will be shattered.

**Hon. Mr. McNie:** Stopped short!

**Mr. Laughren:** You'll be destroyed! We'll move a vote of non-confidence in you and you might be surprised at the support we'd get.

**Hon. Mr. McNie:** That would break me up.

**Mr. Foulds:** Seriously, Mr. Minister, do you mean to tell me, seriously, in these estimates, when we are discussing the fundamental issues of post-secondary education—

**Hon. Mr. McNie:** Right!

**Mr. Foulds:** —that you are unwilling to tell this committee the steps you are going to take to democratize the CAATs, after saying that you are going to do it?

**Hon. Mr. McNie:** I have spoken to two groups of boards of governors.

**Mr. Foulds:** Two groups out of how many?

**Mr. Martel:** Twenty?

**Hon. Mr. McNie:** One group was representative of the whole province and the other group was representative of eastern Ontario. I made it very clear in my representations to them as to the direction in which we felt they should be going.

**Mr. Foulds:** What kind of a deadline did you give them? When do you expect to see the results?

**Mr. Laughren:** When you tell a self-perpetuating body that it must change, if you don't give it a deadline, it will never happen. Surely that is obvious? I am really disappointed, Mr. Chairman, that the minister will not engage us in a more philosophical debate on the role of the CAATs. I think that that's more important than many of the issues that we did debate.

**Hon. Mr. McNie:** It's very easy to be philosophical.

**Mr. Laughren:** Why won't you deal with it, then?

**Hon. Mr. McNie:** Judging from the questions that have been asked, you are asking for something more than philosophy.

**Mr. Laughren:** No.

**Hon. Mr. McNie:** You are asking for policy which I am not in a position to indicate in the estimates debates.

**Mr. Martel:** Who is?

**Hon. Mr. McNie:** New policy, that is.

**Mr. Laughren:** You are at least in a position to make a commitment to us that you will take steps to democratize the institutions and that it will take the form of legislation, not—what's the term the economists use?—moral suasion. Don't you have that capacity?

**Hon. Mr. McNie:** I haven't got the capacity to legislate, no.

**Mr. Laughren:** To make a commitment? No, I said you have the capacity to make a commitment that you will do this.

**Hon. Mr. McNie:** A commitment to say that we are going to democratize our institutions. As to whether I am going to tell you what the deadline is or—

**Mr. Laughren:** I am not even asking—

**Hon. Mr. McNie:** —what instruments we are going to use, that's something else again.

**Mr. Laughren:** It would be nice to have that commitment from you, but could we go halfway then? Could we compromise with you? You will say that you will take the legislative steps necessary to democratize the institutions?

**Hon. Mr. McNie:** No, I won't.

**Mr. Martel:** It doesn't come on its own.

**Mr. Laughren:** You won't go that far?

**Hon. Mr. McNie:** You are asking me for—

**Mr. Laughren:** You haven't budged an inch.

**Hon. Mr. McNie:** —what I said I wouldn't do, a number of times.

**Mr. Laughren:** After all our arguments, you haven't moved an inch; someone as flexible as you, Mr. Minister!

**Mr. Foulds:** Your refusal to answer can only lead us to believe that, in fact, you have not done anything to persuade the boards of governors to democratize those institutions. We can't take your blanket statement at face value. You have given us absolutely no evidence that you have taken any

kind of steps. You said you have talked to two groups. What did you say to them? Can you be specific about that? Are you willing to be?

**Hon. Mr. McNie:** Some of the quotes are in this item that you passed around.

**Mr. Chairman:** Mr. Laughren has read most of those questions that the minister put into the record. They are there.

**Mr. Laughren:** Is that proof?

**Mr. Foulds:** What we are asking now, Mr. Chairman—

**Mr. Chairman:** Well, let me—

**Mr. Foulds:** Mr. Chairman, it's not your job to defend the minister.

**Mr. Chairman:** I am not defending the minister. I think we are getting repetitive. The minister has answered the question now.

**Mr. Foulds:** He has not answered the question, Mr. Chairman. He has refused to answer it! He hasn't got the guts to answer it.

**Mr. Chairman:** The minister has answered the question and I'm not going to allow it to be asked again.

Interjections by hon. members.

**Mr. Chairman:** Now Mr. Laughren, do you want to carry on with your line of questioning?

**Mr. Martel:** Should the minister not at least go this far—and indicate that if they do not democratize at all he would be willing then—if his imploring them to do it on their own does not bear fruit—

**Mr. Laughren:** We've ample evidence of that already.

**Mr. Martel:** —would he then be willing to lay it heavily on them?

**Hon. Mr. McNie:** I will say we'll face that when we get to it.

**Mr. Martel:** You see, you don't even want to give any indication as to whether or not you are prepared to act.

**Mr. Laughren:** Mr. Chairman, all it would take, if the minister doesn't want to prepare legislation, would be for the minister to get up out of his seat at some point, walk down and talk to Mr. Sisco, who is chairman of the Council of Regents, that's still his title I believe?

**Hon. Mr. McNie:** Yes, I have met Mr. Sisco.

**Mr. Laughren:** Yes, I am sure you have. And give him the order that that is to happen. And then it would happen, because as you know the Council of Regents is really the body that tells the community colleges what they are going to do, when they are going to do it and how they are going to do it. Undemocratic though that particular body might be, they can still pass on those kinds of directions to the colleges.

I know that you wouldn't want to interfere with them even though they report to you, but I do think you have an obligation. How do you justify the colleges being less democratic than the universities? Could I ask you that question?

**Hon. Mr. McNie:** I haven't justified it at all. I tell you we have spoken and we have chatted very frankly about the question.

**Mr. Martel:** A little tête-à-tête.

**Mr. Laughren:** Who has?

**Hon. Mr. McNie:** The ministry and the boards of governors.

**Mr. Martel:** The Council of Regents?

**Hon. Mr. McNie:** And the Council of Regents, about these questions.

**Mr. Laughren:** But they are self-perpetuating. Why would they change it?

**Hon. Mr. McNie:** As far as I am concerned, we are satisfied we are moving in the right direction. Whether you would be satisfied is something else again—no matter what direction we moved in.

**Mr. Laughren:** If we had any indication at all, Mr. Chairman! When were the colleges first conceived? In 1966? Yes, 1966.

**Mr. Martel:** On the eve of an election.

**Mr. Laughren:** You know, it's seven years and we haven't had one indication, not even a directive, that a student or a faculty member be mandatory on a board of governors. Nothing!

As a matter of fact, we wouldn't be pushing you this hard if the community colleges had taken it upon themselves to have people elected to their boards who were students and who were faculty members. But they can't do it either, because the legislation says that certain bodies must appoint them. We

had an opportunity in Sudbury this year to have a faculty member appointed to the board by the municipal council because there was a member of the faculty who was also a member of the council. But the establishment pulled a very clever end run and it didn't happen. The mayor ended up getting on the board of governors of Cambrian College.

**Hon. Mr. McNie:** Not a local politician?

**Mr. Laughren:** Another politician.

**Mr. Martel:** He was a former Tory turned Liberal. That happens you know.

**Mr. Laughren:** Now there you have the worst of both worlds. How do you live with that?

**Hon. Mr. McNie:** We are getting that local input that Mrs. Campbell is talking about.

**Mrs. Campbell:** Another person who was on the wrong side.

**Mr. Martel:** I am talking about Joe Fabbro. I'm talking about Joe Fabbro.

**Mr. Laughren:** Yes, but you know, it could have been Margaret Campbell, John Rhodes or Joe Fabbro.

**Mr. Martel:** He wanted to win the 1968 election desperately and left the Tories afterward.

**Mr. Chairman:** Order, please!

**Mrs. Campbell:** They looked after Roy McMurtry. Now let's get on with it.

**Mr. Laughren:** Well, I will cease pursuing that particular argument, Mr. Chairman, but I hope that the minister is not going to sit back and use moral suasion to convince the colleges that this has to happen. I really mean that.

**Mr. Martel:** It could indicate how much difference there is between the two of you.

Interjections by hon. members.

**Mr. Laughren:** I would like to ask the minister as well, Mr. Chairman, whether or not he thinks that the community colleges have reached the degree of maturity that allows them to fill a role that is identifiable.

For example, are the colleges primarily a junior college? Are they primarily a community college? And there is an enormous difference between a junior college and a community college, I would suggest to you.



Are they a college that is going to dabble in transferring of students to the universities as a conscious policy?

What about the standards at the colleges? I am hesitant to express too much concern about standards because I find that very often it is one of the last refuges of the reactionary to insist standards in our educational system are going all to pot and that our whole society is going down the drain because of Hall-Dennis—even though Hall-Dennis hasn't been implemented. That kind of logic is used.

But there is a concern, and I think a legitimate concern, that there is something wrong because of the failure rate at some of the institutions.

If my information is correct, 75 per cent of all students fail who go into the technology programmes at Seneca College. Now if that is so, it indicates a couple of things. One, it indicates there is something wrong with the admission standards in relation to the demands of that particular course. Two, it indicates that perhaps there is something wrong with the course itself; or it indicates there is something wrong with the standards of the course in terms of who should graduate and under what conditions.

And it's a waste of the taxpayers' money if those students are not succeeding in their programmes. They must have better spent their time in another programme. Or they might better have spent their time in another institution, or not in an institution at all.

And I think that is something that the ministry is going to have to come to grips with, because it just doesn't make sense to have the students failing at that rate.

And another problem I suspect—although I don't have the figures, and I would ask you if you do—and that is the attrition rate between year one and year two and year two and year three.

Do you have any good data on either failure rates in the various programmes, or attrition rates in those programmes?

**Mr. L. M. Johnston:** Mr. Chairman, I think we can provide that information for you. We do not have it here with us this evening.

**Mr. Laughren:** I think it is an important question.

**Mr. L. M. Johnston:** Right!

**Mr. Laughren:** And I would hope that you would have perhaps a gut feeling for it.

**Mr. L. M. Johnston:** Right.

**Mr. Laughren:** At least.

**Mr. L. M. Johnston:** Right.

**Mr. Laughren:** If not the figures.

**Mr. L. M. Johnston:** I think we can produce these figures for you.

**Mr. Laughren:** Would you rather wait until you see the figures before you express your gut feeling?

**Mr. L. M. Johnston:** No.

**Mr. Laughren:** Oh, you would rather do it now?

**Mr. L. M. Johnston:** No, I share your views on this; and I think it is safe to say we are as concerned as I think you are about this situation.

**Mr. Laughren:** But that indicates at least that it is a problem and that you are aware of it.

**Mr. L. M. Johnston:** That is correct. We are aware of it and we are concerned about it.

**Mr. Laughren:** Yes.

**Mr. L. M. Johnston:** In some of the courses, yes.

**Mr. Laughren:** Well, if you were aware of it, you couldn't help but be concerned about it.

**Mr. L. M. Johnston:** That's right. There is one point, and I think, Mr. Chairman, that Mr. Laughren will probably be aware of this, and that is that a number of students do transfer from one course to another.

I think we can at least reflect this in the data that we get. If you take the number of students who started and the number who actually graduate from that course, it is not a true reflection of the failures or the dropouts, because there are people transfer to other courses.

**Mr. Laughren:** I would not think that was a large percentage of the students who drop out, or whom the statistics indicate are not in the programme any longer.

**Hon. Mr. McNie:** I think I touched on one of the problems earlier. It applies just as much to the colleges as it does to the universities, and that is that maybe some of the three-year courses could be accomplished in two years. This is one of the

things we are looking at. It's a question of time and whether or not some of them are stretched longer than they need to be for the sake of the students, or for the sake of the courses.

**Mr. Laughren:** But the problem with that is the failure rate. If you have got a high failure rate now in three years, you could very well have a higher one if you condense it down to two years.

**Hon. Mr. McNie:** Well, we are talking about two different things. You're talking about courses where there are high failure rates and courses where there are just drop-outs; there is a big difference. There are courses where a person could drop out, even though a first class student, because the momentum of the course isn't enough to keep him going.

**Mr. Laughren:** But we shouldn't be arguing about or even having to discuss the attrition rates or the dropout rates, or students who drop out or switch to another programme, because all we have to do is push the Al Gordon button and SRG gives us the answer.

I don't know why we are quibbling over this.

**An hon. member:** That's right!

**Mr. Laughren:** I mean for \$900,000 they must provide us with that kind of data; and is it true that they are paid by the pound?

When I look at these—well, words escape me. That is a remarkable document. If we had a little more time I'd read the entire contents into the record; but by a little more time I mean years, not hours—because there are really some remarkable statistics in here.

"Institution space summary; administrative indices; institution summary." Who would use the statistics that indicate what the "administrative indices" are?

Any idea?

**Mr. Jackson** knows; No. 2 man in the colleges.

**Mr. H. W. Jackson** (Director, Applied Arts and Technology Branch): This, Mr. Chairman and Mr. Laughren, solves some of the problems that you were discussing earlier of the ratio of administrative costs of one college to another. It allows us to compare the percentage of the budget which would be spent on administration. By going over this with the colleges we can show them where their

expenditures may be high in comparison to the rest of the system.

And this information is enabling us to do that now.

**Mr. Laughren:** Well, that is most encouraging.

**Mr. Foulds:** What is the percentage of costs of administration of colleges?

**Mr. Martel:** It isn't much smaller.

**Mr. Laughren:** Would you like this book, Mr. Jackson?

**Mr. Jackson:** No I've got it for all of the colleges in one book.

**Mr. Laughren:** Mr. Chairman you notice this book is two inches thick for one college and there are 21 colleges now—or 22?

**Mr. Jackson:** There are 22.

**Mr. Laughren:** There are 22 colleges now and Mr. Jackson has them all in a book an inch thick. There is something terribly wrong.

**Mr. Foulds:** He has rice paper.

**Mr. Laughren:** Cambrian college has been had if they paid for this by the pound.

**Mr. Deacon:** They are not the only ones who feel they have been had by having to do those things.

**Mr. Laughren:** Quite right!

**Mr. Deacon:** Has any work been done with the colleges to see how they feel this could be all cut back to get essential figures? No business could ever stand a document like that. It couldn't stand it without having—

**Hon. Mr. McNie:** Wait a minute, just a minute! That I quarrel with. I've seen documents thicker than that in some businesses and—

**Mr. Chairman:** I think, Mr. Deacon, we have analysed the whole SRG thing. Mr. Laughren, I think, understands it from cover to cover and—

**Mr. Laughren:** Probably better than any other man except Al Gordon.

**Mr. Chairman:** Its application to the colleges is what Mr. Laughren is now questioning, not the SRG.

**Mr. Deacon:** I am too!

**Mr. Laughren:** I would like to know what—and I don't mean this in a conflict kind of sense—but I can tell you that if Al Gordon ever runs for political office his campaign will be funded entirely by SRG.

**Hon. Mr. McNie:** What did Mr. Gordon ever do to Mr. Laughren?

**Mr. Laughren:** The beautiful thing is that he doesn't know.

I wonder, before I move on, if you could, Mr. Chairman, through you to the minister, if he could indicate to me what he does see as the identity of the colleges. I think those are very important questions, because there is a big difference between being a junior college and being a community college and being a transfer college and being a college that has more outreach and would use some of the theories of Frontier Colleges.

**Hon. Mr. McNie:** Paul Martin commented this morning in the Globe—

**Mr. Laughren:** I shouldn't be surprised at a Tory quoting a Liberal, but I am.

**Hon. Mr. McNie:** Seriously, as far as I am concerned, the word "community college" is a first-class word. Some of the expectations of those who planned them haven't been realized.

Quite frankly, to try to offer a full spectrum of courses in each one of the community colleges inevitably produced such a superabundance of people trained in special skills that they were an embarrassment to the college and to the market. This is why each of the colleges has had in many ways to find its own identity within the community. Some of them have been more successful at it than others. Some are regarded as a very integral part of the community. Others haven't been as successful at it.

**Mr. Laughren:** If I might push you, name one.

**Hon. Mr. McNie:** No, I wouldn't.

**Mr. Laughren:** No, I wouldn't either, Mr. Chairman.

**Hon. Mr. McNie:** No, but that is a fact.

**Mr. Laughren:** There is none that is an integral part of the community. There is none.

**Hon. Mr. McNie:** I say they are becoming an integral part of the community.

**Mr. Laughren:** Just like democratization of the CAATs is becoming!

**Hon. Mr. McNie:** Some of them have been more successful, I might say, than some of the universities have been.

**Mr. Laughren:** They have nowhere to go but up.

**Hon. Mr. McNie:** They have been in the community a much shorter time, so there must have been some of the outreach you referred to earlier.

**Mr. Laughren:** Are you saying, then, because I am having difficulty squeezing some of these—

**Hon. Mr. McNie:** Marshmallows.

**Mr. Laughren:** It ties in nicely doesn't it! I meant getting some of this information from you.

It is very unusual to see you reluctant to speak on an issue. A six-line question in the Legislature prompts a ten-minute reply, and I am surprised that you are not being more verbose here. What I am asking you is in what way do you see the colleges being more a part of the community with the whole idea of reaching out into, not only their immediate community but those communities farther out that are not serviced by post-secondary institutions, as opposed to being a junior college or a transfer institution?

**Hon. Mr. McNie:** I think that one of the answers you want and I am quite prepared to give it to you, is that we have got to find out what the community wants. It is not just a case of what the college wants. We have to work harder at finding what it is, in fact, the community wants the college to do.

**Mr. Laughren:** I agree. I don't know what your commitment is to ensuring they have the means to do that, though. Could you indicate that?

**Hon. Mr. McNie:** Some of them, as I said, are a little more enterprising than others in developing these techniques. I think this is an area in which we are again, to use a word that you don't like in particular, encouraging them to pursue these ends to make sure that, in fact, what they are offering is not what they choose to offer, for a variety of reasons, but what the community needs or wants. Sometimes the two of them are not necessarily synonymous.

**Mrs. Campbell:** We hope you are doing that with the universities too, Mr. Chairman.

**Hon. Mr. McNie:** We encourage them, and with some success I might say.



**Mrs. Campbell:** In Toronto?

**Hon. Mr. McNie:** Oh, yes. There are still a lot of dinosaurs around.

**Mrs. Campbell:** Yes, you are right; prehistoric animals.

**Mr. Laughren:** My opinion is influenced considerably by the area in which I live and represent, which is a very large area. I would like to see the colleges play a more active role in the more isolated communities. It is being done in one situation that I know of.

Interjections by hon. members.

**Mr. Chairman:** Order, please!

**Mr. Laughren:** Chapleau, which is 300 miles from Sudbury, has had the odd course offered.

Interjections by hon. members.

**Mr. Chairman:** Order! Mr. Laughren is asking a question.

**Hon. Mr. McNie:** I think more of it is being done than you are suggesting. I thought when we were up north we understood that there had been quite some considerable work done in northeastern Ontario and elsewhere.

**Mr. L. M. Johnston:** Mr. Chairman, Mr. Laughren mentioned Chapleau. I agree with him. A year ago last February I was in Chapleau for a presentation of awards to people who had taken one of the supervisory courses sponsored by Northern. There is, I think, a fair bit going on in some of the college areas.

This varies from day to day or week to week or month to month, but Confederation College is out somewhere in 38 or 39 different locations. By location I mean a place where they go in where they do not own property but they rent space and go in and penetrate; and when they are finished they move back from that.

Georgian, for example, is doing a fair bit of this. You mentioned Frontier College earlier. Again, I agree with your comment. We have been working with Frontier College. I think it is interesting to note that Confederation College has penetrated the north considerably deeper, if I can use that word, than has Frontier. I don't know the geography enough to know how many miles I am talking about, but Frontier is up at Fort Hope and Confederation is in Fort Severn, which is considerably north of that.

Algonquin, for example, also has some locations outside. There is no question, from our standpoint in the ministry, that we favour this type of move and we support it.

**Mr. Laughren:** Some day I would like to pour a very strong drink for some people in your ministry, Mr. Minister.

**Hon. Mr. McNie:** Splendid!

**Mrs. Campbell:** An open door where you can go out.

**Mr. Foulds:** For the minister it is going to be hemlock.

**Mr. Laughren:** I would like to have an eyeball-to-eyeball talk with him about what could have been and what might still be. I detect the feeling by some of the people in the ministry, including Mr. Johnston—

**An hon. member:** There is the odd exception.

**Mr. Laughren:** —that they really do want to do something that is different from what has happened in the colleges. This isn't meant as a condemnation of the individual institutions which are fulfilling their role as they see it and in the way they have been encouraged to fulfil that role. I really think the direction from the top has to change drastically or it will never happen.

**Hon. Mr. McNie:** There are colleges like, say, Algonquin College, which are spread out through eastern Ontario. They have got some very successful things on their campuses. I think to minimize these would be doing an injustice to some of these colleges. I think there should be more of it.

Conestoga has been doing the same thing down that way. They've done such a good job that the secondary school people have now got their backs up because they were doing the job that wasn't being done by the secondary schools.

**Mr. Chairman:** The Clerk has just advised me that there is a vote in the House. There may be about 10 minutes. I was just wondering, Mr. Laughren, are you coming fairly close to the close of your remarks?

**Mrs. Campbell:** Vote on what?

**Mr. Chairman:** On the adjournment of the debate.

**Mr. Laughren:** Not within 10 minutes.

**Mr. Chairman:** Not within 10 minutes? Well, then we might as well adjourn now and—

**Mr. Laughren:** Is there any sense, Mr. Chairman, because we know the way these votes go and it will be 10:30 p.m. before we get back.

**Mr. Chairman:** That's what I think. We won't come back if the House is adjourned.

**Mr. Laughren:** No, but there's no sense coming back at 20 after.

**Mr. Chairman:** I agree. Is it the wish of the committee—

**Mr. Morrow:** I move that the committee

adjourn now, because there is no point in coming back after a recorded vote.

**Mr. Chairman:** We will meet tomorrow morning then, after the question period.

**Mr. Foulds:** Just before the adjournment, Mr. Chairman, I wonder if that figure I asked for earlier has been found, or will it be given tomorrow—about the percentage of costs of administration?

**Mr. L. M. Johnston:** Mr. Chairman, we do not have it in a flat percentage. We have it in dollars. And if you have a moment, we can show you what we have here.

**Mr. Foulds:** Okay, fine; sure!

The committee adjourned at 9:50 o'clock, p.m.

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# Legislature of Ontario Debates

## **STANDING COMMITTEE ON SUPPLY**

**Estimates, Ministry of Colleges  
and Universities**

**Chairman: Mr. S. B. Handleman**

**OFFICIAL REPORT — DAILY EDITION**  
**Third Session of the Twenty-Ninth Legislature**

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**Friday, June 8, 1973**

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**Speaker: Honourable Allan Edward Reuter**  
**Clerk: Roderick Lewis, QC**

**OFFICE OF THE SPEAKER**  
**PARLIAMENT BUILDINGS, TORONTO**  
**1973**





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(Daily index of proceedings appears at back of this issue.)

## LEGISLATIVE ASSEMBLY OF ONTARIO

FRIDAY, JUNE 8, 1973

The committee met at 11:15 o'clock, a.m., in committee room No. 1; Mr. R. B. Beckett in the chair.

ESTIMATES, MINISTRY OF COLLEGES  
AND UNIVERSITIES  
(continued)

On vote 2403:

**Mr. Chairman:** Will the committee come to order, please. When we finished off last night Mr. Laughren had the floor. I wonder if he would afford the minister an opportunity to discuss a matter with us as a committee decision right now.

**Mr. F. Laughren** (Nickel Belt): I have a point of order myself when the minister is through.

**Hon. J. McNie** (Minister of Colleges and Universities): Just one point that I have discussed informally with the spokesmen for both the opposition parties in connection with the seminar at the beginning of the week. The suggestion was that we would pass up our estimates meeting in the afternoon completely and meet here at 8 o'clock on Monday night which would permit us to take in all the morning session and the two sessions at 5 and 7 o'clock, which constitutes Monday's programme entirely. On Tuesday we would have an afternoon meeting from after question period to approximately 4:30, so we could take in the sessions at 5 and 7 o'clock and the dinner when Dr. Leighton is speaking. I don't think that cuts very deeply into our meetings and at the same time it would make it possible—

**Mr. Laughren:** Are we invited to that dinner?

**Hon. Mr. McNie:** Yes, there are tickets for the dinner available for all members of the committee and I think it would be well worth while.

**Mr. Laughren:** Could I substitute?

**Hon. Mr. McNie:** I believe that—pardon?

**Mr. Laughren:** I am not a member of the committee, Mr. Chairman, perhaps we could—

**Hon. Mr. McNie:** Well, we indicated—

**Mr. Chairman:** I think that will have to be a committee decision, Mr. Laughren.

**Mr. C. E. McIlveen** (Oshawa): I vote we don't take him.

**Mr. Laughren:** You do have reason to be bitter these days.

**Hon. Mr. McNie:** I leave it to the chairman.

**Mr. Chairman:** Mr. Minister, just so that I am straight, your suggestion is that we would not sit Monday afternoon but we would start at 8 o'clock, p.m., on Monday evening.

**Hon. Mr. McNie:** Right.

**Mr. Chairman:** And on Tuesday we would sit from after the question period until 4:30 and we would not sit again that day. We would then proceed to the dinner that you are going to provide tickets for.

**Hon. Mr. McNie:** Right.

**Mr. Laughren:** But we'd sit at 8 o'clock on Tuesday, is that correct?

**Hon. Mr. McNie:** No, no, the dinner has a speaker. That's the only affair that's planned, a dinner affair, with a speaker. Dr. Leighton is speaking that evening.

**Mr. Chairman:** On Wednesday we would go back to the normal order of business?

**Hon. Mr. McNie:** I don't think there has been any indication from the House leader yet as to what the intentions are for Wednesday, but we will follow whatever the decision is with respect to Wednesday.

**Mr. Chairman:** The secondhand information I have is that we are sitting again on Wednesday.

**Hon. Mr. McNie:** Yes, in that case we will sit the same hours as the House sits.

**Mr. Chairman:** Mr. Parrott, the minister has made a suggestion for the committee that

on Monday we would not sit on estimates until 8 p.m. in order that we could attend this conference. Then on Tuesday we would sit from 3 until 4:30, or after the question period until 4:30, then we would proceed to the conference and there will be tickets provided for members of the committee.

**Hon. Mr. McNie:** Incidentally, just to clear up the one point that you raised, in my statement to the House I indicated that all members were welcome and if they indicated to Mr. Amyot in our office that they wanted to attend we would provide the tickets. We would have to know in advance, that is, except for the members of this committee; so that takes care of you.

**Mr. Chairman:** Would someone care to move, then, that we should accept the minister's suggestion towards our sitting hours?

**Mr. Laughren:** I would be more than prepared to do that.

**Mr. Chairman:** Moved by Mr. Laughren. Mrs. Campbell will you second that?

**Mrs. M. Campbell (St. George):** Yes.

**Mr. Chairman:** All in favour.

Motion agreed to.

**Mrs. Campbell:** It may be the only motion I will agree to.

**Mr. J. Root (Wellington-Dufferin):** Mr. Chairman, where is this conference?

**Hon. Mr. McNie:** Hart House. The invitation should have been in your mail box yesterday.

**Mr. Root:** Well, I get my mail a day late.

**Hon. Mr. McNie:** I know.

**Mr. Chairman:** Mr. Laughren, you had a point of order.

**Mr. Laughren:** Two, I believe. I am wondering whether it's tradition that dictates the seating arrangement in a committee hearing. I would feel more comfortable and I think we would be much closer to reality if we had the seating arranged so that the New Democrats were on this side and the Liberals and Conservatives were on that side; that would really distinguish the differences in the questioning and in the philosophies toward education. That's my first point of order.

**Hon. Mr. McNie:** You mean if Parrott moved over?

**Mr. H. C. Parrott (Oxford):** Does this help?

**Mr. Laughren:** The only way I would feel worse is if the member for St. George had moved over here.

**Mrs. Campbell:** He can believe that!

**Mr. Laughren:** Please do.

**Mr. Chairman:** No way.

**Mr. Laughren:** The second point of order concerns my comments about that company SRG. I have received phone calls from those many thousands of people who read Hansard diligently every day—

**Hon. Mr. McNie:** Name one!

**Mr. Laughren:** —asking me what SRG is, whether I have got a financial interest in the company and what the letters stand for.

I can assure you, Mr. Chairman, that I have no interest in the company and that I will refrain from giving it any further publicity because I think it needs no more publicity. It has got all the support it needs, so this is the last time you will hear me name the company—Statistics, Rubbish and Gordon.

If I could—

**Mr. Chairman:** Please do.

**Mr. Laughren:** If I could get on with the estimates before us—

**Mr. Root:** Mr. Chairman, on the first point of order, I think in Ottawa it is well known that the NDP supports the Liberal Party.

**Mr. Laughren:** If it means getting something for the old people—

**Mr. Chairman:** Could we get back to the estimates, please, Mr. Laughren; on vote 2403?

**Mr. Laughren:** Last night when we adjourned we were talking about the role of the community colleges and the efforts they were making to go out into the community. I still feel that there is a great deal of room for improvement, although I am aware that some colleges do go out into the community much more than others, and that I should not assume that because one or two colleges don't, or three or four don't, that none of them don't.

I would like to ask the minister whether or not he feels that the colleges should be in the remedial education business. We hear a great deal of complaints about the colleges having to cope with students who are func-



tionally illiterate—I believe that is the term—when they get to the post-secondary level and a great deal of money has to be spent on upgrading those people. I believe that some colleges do have an upgrading division. For example, I think that Seneca has a division where they send people for three or four months.

I wonder what you see as being the role of all the colleges across the province in a more substantial way in this area and whether it should be one of the roles of the college?

**Hon. Mr. McNie:** Certainly, it is one of the roles. To what extent they share it with the secondary schools, for instance, is one of the questions that is before us, because they are doing a good deal of this work too, particularly in some areas. I know that it is an expanding role. Do you want to deal specifically with this, Mr. Johnston?

**Mr. L. M. Johnston** (Assistant Deputy Minister, College Affairs and Manpower Division): Mr. Chairman, you are quite right, Mr. Laughren, in that there are colleges which have entered into the programme of upgrading, some of them fairly extensively. It is a difficult problem in that if we were thinking solely of young people who are recently out of the secondary school system, that is a different problem from that of people who have been out for some time. There seems to be something psychologically inhibiting adults when we suggest to them that the thing they should do is go back to secondary school.

The colleges have tried to condense their courses and tried to fill that gap but we recognize that there is a problem here. To that end, within the last couple of months we have combined our thinking with our colleagues in the Ministry of Education, the Ministry of Community and Social Services and the youth secretariat, and have appointed a small group of six people. I am pleased to indicate that there are three men and three ladies on the group and it is being chaired by a lady.

**Mrs. Campbell:** I am glad she is a lady. I am only concerned that she stays on there.

**Mr. L. M. Johnston:** She is from our ministry. Hopefully they are going to attempt to come to grips with the problem, perhaps not with the final solution but to indicate some directions that we might explore or go in, not only in the area of upgrading, which you are raising, Mr. Laughren, but in the area of

evening courses where there is also possible duplication and overlapping now. That is the type of thing we see going on at this point.

**Mr. Laughren:** I would think that if the colleges were to become more open, as I mentioned earlier, with less clearly defined lines between the full-time and the part-time, a remedial division within the colleges would tie in very nicely. It wouldn't matter whether it was a part-time student or a full-time student, the student would get the upgrading that was necessary.

The whole question of qualifications, I think, needs to be looked at by this particular section of post-secondary education. Surely that is the one area where qualifications shouldn't play a role in the education of the individual, if he or she is capable of doing the work. I know that the colleges are fairly good that way.

**Hon. Mr. McNie:** I think the point that Mr. Johnston made about the psychological problem of getting some adults back into secondary school is a very good one. I recall that after the war this was a psychological problem for some people. When they went back some of them, who had been officers in senior positions, had to pick up at grades 11, 12 or 13. That's where places like Ryerson are so useful and I think, honestly, we are just scratching the surface in this area.

There are a lot of people who are inhibited at the moment, or feel inhibited, and they need to be encouraged one way or another by employers or others to get back in. Once they get some momentum I think there is no limit to what some of them can accomplish in the new directions they might move in.

**Mr. Laughren:** Another area in which I would like to know what is the involvement of the ministry is the problem of instructional methods within the institutions. There seems to be a move in the colleges toward something called a systems approach to learning. That is my impression from talking to faculties at a number of colleges. I wonder whether this is a specific policy on the part of someone other than individuals within the college, or whether it is just a feeling among the instructors that it is something they should be doing.

**Mr. L. M. Johnston:** I think, Mr. Chairman, that Mr. Jackson perhaps could be the most helpful on this one.

**Mr. H. W. Jackson** (Director, Applied Arts and Technology Branch): Mr. Chairman, we in the ministry are certainly encouraging the

faculties in the colleges to explore alternative methods of teaching other than the traditional lecture, traditional lab, traditional shop. I don't think there is any one best method of teaching that will apply to all people. We are trying to discover now what combinations of methods can be employed, and an experimental programme is under way at Canadore College on this very type of project.

We are also trying to get away from the traditional methods of building a curriculum, where an instructor remembers his own education and tries to build a curriculum on the basis of "it would be nice to know some of this" and "he ought to know some of that." To do that we are encouraging them to look at the employment objectives in the career-oriented programme. What does a student really need to know? I don't think we can justify giving the student everything that it would be nice to know all in one fell swoop, if his objective is to get only what he needs to know and to get out into industry or business. So we are certainly encouraging instructors to look at the objectives of their programmes and to build a curriculum on that basis.

By and large, we have had a considerable enthusiastic response from instructors, particularly in the business areas. With some of the humanities and social sciences it is a little more difficult to write down what your objectives are, but that area is developing too.

**Mr. Laughren:** I am familiar with a couple of those methods, such as the approach to learning where you set the objectives with the students and you attempt to achieve those objectives—the systems approach. But the thing that bothers me about the systems approach they are using now—it is really another term for programmed learning—I think it is a bit mechanistic. While I think there is probably a feeling that it could save money in terms of instructional costs, I would think that that is not one of the good reasons for encouraging it by your ministry. I would hate to think that is why there is encouragement being given by the ministry to its use.

**Mr. Jackson:** No, I would agree with you. If we were to try and apply it uniformly and to say that is the only method we'll use, that is not a valid approach. Some students can learn very well by a self-learning approach and can move at their own speed. That frees up the instructors to spend more time with the students who must have the assistance of an instructor. I would be the very last to argue for an all-systems approach. It just doesn't work.

**Mr. Laughren:** Do you have a commitment in the ministry concerning the size of classes in colleges?

**Mr. Jackson:** No, here again the notion of 30 students in a class goes way back into antiquity and it has persisted over the years. Some subjects can be taught in small groups effectively and others can be taught in larger groups effectively. It depends a lot on the personality and skill of the instructor. Some instructors can handle large—

**Mr. Laughren:** That is where the financial crunch comes. It comes in the classrooms.

**Mr. Jackson:** This is the tendency, it is easy to start pushing up the size. This is why we are encouraging finding alternate methods, so that, rather than just keep pushing up the size as salaries go up faster than revenue goes up, we would like to find a combination of alternatives. This is essentially what we are stressing the multi-year planning process for, to look at the consequences of these various alternatives.

**Mr. Laughren:** What are you doing about the employment problem—I think it is a problem—with the graduates at the colleges? I noticed in the report of the survey of 1972 graduates of Colleges of Applied Arts and Technology put out by the ministry that their unemployment rate is considerably higher than the unemployment rate for the province. I suspect that is true for that age group of students regardless of where they graduate from. I believe the unemployment rate in Ontario is less than four per cent now, and that the unemployment rate among 1972 graduates is 8.9 per cent, and in 1972 it was only 6.8 per cent. I'm sorry, that was 1971 graduates in 1972. The 1971 graduates in 1971 was 9.9 per cent.

**Hon. Mr. McNie:** Very briefly, as you pointed out yourself, you are dealing in one case with overall averages and in the other case a very select group of younger people where actually the unemployment rate is much higher.

One of the other questions, before I pass it along to Mr. Johnston, is whether or not the youngster is able to be employed in the particular vocation that he's been working at. They have a feeling sometimes that their expectations have been higher than they should have been, for whatever reason. I've talked to teachers and to the boards on this on a number of occasions.

As you know, we have a study under way in one area and we've got formal studies in



communication arts and in other areas. It remains to be seen whether or not we're producing not too many, but far too many graduates in some of these areas.

As any journalist knows—just to use communication arts for example—one of the final criteria is talent. Sometimes some of the students just don't have it when it comes down to it. They may have done fairly well and they've learned a good deal in the course, but whether or not it has equipped them to take on a particular job against formidable competition is something else again.

This is one of the biggest problems. And yet we are reluctant to weed people out who are interested in a course, excited about a course—and yet who just simply don't have any great talent, who persist in trying to find employment in that area. They could go on for a year or two, depending on their particular resources and the resources of their parents. Do you want to speak more concretely to that?

**Mr. L. M. Johnston:** Again, I think Mr. Jackson would be best equipped to help us on this one.

**Mr. Jackson:** Mr. Chairman, I think if the colleges were to match the unemployment figure for the province as a whole, it would be necessary then to restrict enrolment to the known job opportunities. I personally don't think we can do that as a general overall picture.

Certainly in some areas, where there is a very high student interest and the opportunities are limited, we have asked the colleges to limit enrolment to a certain target. But I think we have to provide the citizens of Ontario with some opportunity to compete. I don't think we can say to a young person or an older person, "Sorry we're taking this person and not you because there aren't enough jobs for both of you to have a job."

**Mr. Laughren:** But that's a strange direction from which to approach the unemployment problem, isn't it? Not to restrict admission, but rather to help them get jobs when they graduate. I agree with you that the last thing I would want to see would be the restriction of enrolment in the various programmes. We talked earlier about restricting admission in the arts and science programmes. While you are at the mike, why do you do that? Why do you allow the colleges to restrict enrolment in the general arts and science programmes?

**Mr. Jackson:** It is a razor's edge. I think that you have to try and find the best pos-

sible balance between giving the people an opportunity to compete for positions and still not create such an output that there is no possibility of them being absorbed into the labour market.

Now, we know from experience that every graduate is not going to end up in exactly the direction that he intended to go, and the programmes in the colleges are purposely made broad enough to provide a maximum opportunity for employment rather than going down a narrow path. But I think if we could match the aspirations of the public coming into an educational system with the employment situation in the country, the role of the educator would be very much simpler.

**Mr. Laughren:** Well, I think you are not coming to grips with the problem I'm presenting to you. Namely, who are you to tell those students that they shouldn't take an arts and science programme? Are you saying to them, "No, you should take something you don't really want to take," or, "You should stay out of the post-secondary system entirely?" That's the alternative to those people, when you say, "No, you cannot enroll in the arts and science programme."

**Mr. Jackson:** The educational system can only tell students that the employment opportunities in the area they are choosing are limited.

**Mr. Laughren:** No, that's not what you are doing. You are allowing some of the colleges to not even offer the programme despite a demand by the public.

**Mr. Jackson:** Yes.

**Mr. Laughren:** Well, why are you doing it?

**Mr. Jackson:** As I mentioned before, I think we would be doing a disservice to the students to enroll a good deal more than we know there are opportunities for employment.

**Mr. Laughren:** Do you really think it's your role to tell those students that they should go into one programme rather than another? If you are going to do that, then you damn well better guarantee them employment when they graduate from a programme they don't want to go into. Yet, you are not willing to do that. You don't have the facilities to do that.

**Mr. Jackson:** No, education cannot guarantee employment.

**Mr. Laughren:** Absolutely. I don't think it should. Then how do you get off saying to them that you must not take a general arts



and science programme when that's what the students want to take? That doesn't make sense.

Maybe, Mr. Chairman, the minister should have a comment on this because I really do think it's an important part of policy, whether or not the ministry should allow or even give direction to the colleges to do this. What college in your area, Mr. Minister, does this?

Hon. Mr. McNie: I must confess that I am not very comfortable about—to use the word that's become popular—setting quotas in these areas, particularly in the arts and sciences. I even have reservations in other areas. We have to provide these young people with as many options as we can. As we have said so often, the option of making mistakes is there, if it happens to be a mistake.

Mr. Laughren: Let them go to hell in their own way.

Hon. Mr. McNie: Who is to decide? At the same time, we have to recognize that there is no way we can satisfy all of the people who graduate, I think again that they may have been misled or their expectations were higher than they should have been with regard to employment in a specific field when they graduated. We are distinguishing, I think here now, from just the general arts course and some of the more specific courses, such as child care and such. I happen to feel, personally, that we have placed too many restrictions on the child care course, because I think the kind of training that students get in that course probably is as valuable to them in a lifetime of living as they will get anywhere.

Mr. Laughren: Whether they ever gain employment in that field or not.

Hon. Mr. McNie: This is an area we are looking at. As I say, some of us aren't too comfortable with it. At the same time, we are trying to reconcile this. I suppose what has happened is that the community colleges become to identified in the minds of so many with jobs that there is a great danger that they won't serve the larger end that we discussed here the other evening.

Mr. Laughren: I think you put your finger on an important issue here in that all of us are concerned about the way colleges have developed, including the people who have moved up into the major positions of responsibility, both at the ministerial level and in the colleges themselves. They are people who are highly job-oriented people, as opposed to people who might be more interested in the

cultural aspects and the benefits to be gained in an non-career type of way for the graduates.

Hon. Mr. McNie: I am interested. The other day, by way of specific example, the president of one of the universities, as a matter of fact, shared in making references to the animation programme, pointing out that that is a programme we are having a hard time getting approved now because at the time the expectation of being able to employ people was not very good. There is a danger that we start playing God in some of these areas.

Mr. Laughren: Okay, as you seem to be in general agreement with having more democratic structure at the governing level in the colleges, could we get some kind of commitment from you here?

We are going through these estimates of almost \$1 billion and not changing a dollar. We are not even going to change a dollar in all these estimates. We could live with that in the opposition, if we could get some commitments from you that would not necessarily cost the ministry any money.

Hon. Mr. McNie: I think the commitment I have indicated how I feel about it and I find that others share my feeling. Working through the machinery, we'll try to get some of these things remedied.

Mr. Laughren: I know. But regardless of this, the morose and cranky former minister, Mr. Kerr, last year said the same thing and nothing happened. Seven years ago, I am sure that the minister would have said the same thing.

Hon. Mr. McNie: If we are around here a year from now, we will be judged by what happened last year.

Mr. Laughren: By that time you will be a provincial secretary.

Mr. Chairman: You are prophesying.

Mr. Laughren: Or you will have gone into private practice, consulting with one of the firms that supplies statistical data to the colleges.

Hon. Mr. McNie: After going through some of the reports that come into my office, I think the management consulting business is certainly the business to be in these days.

Mr. Laughren: All you need in that company is a good set of scales, just to weigh the reports. That's all.

I would like to leave that for a moment and ask you how you see the sharing of facilities between the colleges and the universities becoming a reality? How can you tell a college and a university to share their facilities in a community, and indeed restrict any kind of expansion of buildings, primarily buildings, to those institutions unless you know that it is possible? How do you reconcile that with the way that the two institutions have been allowed to develop as separate states?

**Hon. Mr. McNie:** We have taken a position, having regard to getting the maximum use out of the buildings that, wherever it is expedient, we should be utilizing spaces that are not being fully utilized now. In some instances, the universities and colleges are not 20 miles apart, as you mentioned earlier—a good deal closer and not only—

**Mr. Laughren:** They are not together!

**Hon. Mr. McNie:**—but it may be what you are really talking about is deciding where a course is going to be held. A course that is going to be held in X could have been held in Y instead. As I also indicated when we discussed this earlier, this is being done in some areas now, but it is easier—we are not forcing it.

**Mr. Laughren:** Oh yes you are!

**Hon. Mr. McNie:** Only to the extent that we are not letting people put up other new buildings. Maybe some of the right things are being accomplished, through these—

**Mr. J. F. Foulds (Port Arthur):** I wonder, Mr. Chairman, if I could ask a specific question on this with regard to Lakehead University and Confederation College. This might not be the right item to ask it under, but with your announcement on the nursing schools and the registered nursing assistants, with Lakehead already having a school of nursing, what specifically is happening there? Is the entire conglomeration going to Confederation College? Is it being split? What kind of arrangements are you working out in that particular regard?

**Hon. Mr. McNie:** I will ask Mr. Shaver to speak to this specifically. We have had a number of conversations with them up there and, as far as I am aware at the moment, we have resolved that problem to the satisfaction of at least most of the people concerned.

**Mr. D. W. Shaver (Associate Director, Applied Arts and Technology Branch):** Mr. Chairman, Mr. Member, at the Lakehead

the college will be renting space, as we understand it, from the school of nursing. There is a residence facility attached to the school of nursing I believe.

**Mr. Foulds:** And they'll be renting space?

**Mr. Shaver:** Teaching space.

**Mr. Foulds:** Renting teaching space from the university?

**Mr. Shaver:** Yes, from the school of nursing facility there.

**Mr. Foulds:** Yes, that's associated with the university at the present time.

**Mr. Shaver:** That's right.

**Mr. Foulds:** Is there any transfer or interrelation of faculty, of staff, do you know?

**Mr. Shaver:** There is a task force appointed in all areas of the province, as you may know, and there will be staff transferring from that diploma school of nursing to the responsibility of the Confederation College.

**Mr. Foulds:** I am still not quite clear in my mind here what is developing.

**Hon. Mr. McNie:** You are talking about diploma now, not degree?

**Mr. Foulds:** I am talking about the situation at that particular location where you have an intermingling. This is one of the difficulties.

**Hon. Mr. McNie:** That's right.

**Mr. Foulds:** Say you are talking about diploma, you are talking about degree—

**Hon. Mr. McNie:** We had an existing building there, a new building, and we wanted to make the best use of the facilities, that was really what was involved here.

**Mr. Foulds:** No, no! Just hold on a second. The building that the Ministry of Community and Social Services used to lease on Victoria Ave. for the nursing assistants' programme was not one that you owned, so you didn't have that problem. If you are transferring it entirely to Confederation College presumably they have lots of empty spaces there within which to work. But what I want to get clear, if I might in this vote, is what relationship is there between the school of nursing associated with the university and the course that is now being engendered, transferred, worked up at the community college? What interrelation is there if you are going to be sharing facilities, and it is an obvious ex-

ample, you are only half a mile apart, I guess, there?

**Mr. Shaver:** I think what we have to get clear in talking about nursing education, sir, is that we are talking about the transfer of responsibility effective Sept. 1, 1973, and also we have to think in terms of the transition of the nursing education programme into the college setting. I think you have to think of two things here.

As I understand it, we haven't the final report in from the task force at the Lakehead, so I cannot tell you just how diploma nursing education will be offered at the Lakehead as a result of the task force deliberations. I am not in a position to say. In our guidelines we have thrown a lot of responsibility onto local task forces throughout the province, and when that report is in I will be able to answer you specifically on that.

**Mr. Foulds:** Would you undertake to do so by mail?

**Hon. Mr. McNie:** We have most of them in now, but that is one of them.

**Mr. Shaver:** Yes I can, sir.

**Mr. Foulds:** Thanks very much. It still bothers me a little bit, and on this point I should probably get back to the minister, as it is a matter of policy. At that particular location, because of the proximity of the facilities and the other problems associated with the diversity of the two institutions and the eventual coming together of them in some kind of liaison form, surely you have an opportunity there to develop a course in which you don't artificially cut off nursing assistants from nurses and diploma from degree courses? There should be some kind of programme mechanism worked out where you could in fact have a progression and an upgrading if any person at any of the levels in the nursing profession wished to make that move.

**Hon. Mr. McNie:** We've tried. We said in our guidelines we are encouraging the hospitals, the nursing people and the schools to explore these options, because this does provide an opportunity to do new things, and as we made it very clear, we don't expect that every community is going to handle it exactly the same way.

**Mr. Foulds:** Of course.

**Hon. Mr. McNie:** Some very interesting responses have come in from some of the committees already.

**Mr. Shaver:** Yes. We are encouraging diversity in the approaches taken to nursing education across the province. I think at the Lakehead where you have a degree programme, a diploma programme, and the registered nursing assistant programme, we are looking for some interesting things to happen there, and we have thrown a lot of responsibility back to the local task forces, where we feel there are a lot of competent people dealing with it.

**Mr. Foulds:** Do you know offhand then—I know this information may not be readily available—who is on the local task force at Lakehead? What is the makeup of that local task force?

**Mr. Shaver:** I could get it in a file back at the office, sir, but I can give you the chairman of the task force at Confederation College; it is Mr. Hugh Cook of Confederation College. But there would be representation on that task force from the schools of nursing, the participating hospitals, and the college, and the public health nursing that would be in that area of the province.

**Mr. Foulds:** Yes, would the student groups concerned have any kind of representation on that task force?

**Mr. Shaver:** If I may speak, Mr. Minister. When the chairmen of all the task forces were appointed across the province—and these appointments were locally made appointments—our minister sent a letter to all chairmen of task forces, and in that letter it was highly recommended that student nurses be involved in the committee deliberations.

**Mr. Laughren:** So why didn't you say that to the boards of governors?

**Hon. Mr. McNie:** That just proves that we are working—

Interjection by an hon. member.

**Mr. Laughren:** You use your discretionary powers when it suits you!

**Hon. Mr. McNie:** That is true.

**Mr. Laughren:** But if it is going to upset—

**Hon. Mr. McNie:** We are trying hard. That letter was written with the intent of accomplishing just what we—

**Mr. Laughren:** Have you written the same letter to the boards of governors?

**Hon. Mr. McNie:** Have we written letters?



**Mr. Laughren:** A similar letter to the boards of governors or the Council of Regents?

**Mrs. Campbell:** To the ad hoc committees?

**Mr. Laughren:** I would even deliver two of them myself.

**Dr. J. G. Parr (Deputy Minister):** If I may make a point, Mr. Chairman—no, nor to the universities, who more often than not have students on task forces. It seems to happen at the local level.

**Hon. Mr. McNie:** We have made other representations and there have been letters written, but I—

**Mr. Laughren:** But what Dr. Parr just said indicates something—

**Hon. Mr. McNie:** Yes.

**Mr. Laughren:** —that the universities by and large have gone ahead and done it and the colleges have not.

**Hon. Mr. McNie:** But we have never said we won't write letters. That's not what you talked about yesterday.

**Mr. Laughren:** I would rather you changed the legislation, because I don't believe the colleges will do it on their own—well, in seven years they haven't.

I have only a couple of more points, Mr. Chairman. They deal with specific institutions, and I won't go into great detail in any of them. I'm just trying to get some response from the minister. The three institutions are George Brown, Durham and Cambrian. I mention Durham in case the member for Oshawa was thinking of leaving; he might want to stay and help you out in your answers here, knowing his attachment to Durham. I think he goes on three-day hikes out to that campus on occasion.

**Mr. McIlveen:** Wake up. What are you talking about on Durham?

**Mr. Laughren:** I know exactly what I'm talking about with Durham. I know where it is.

**Mr. Foulds:** He even managed to find it.

**Mr. Laughren:** Yes, I even managed to find it once.

**Mr. Foulds:** That's right.

**Mr. Laughren:** The first question concerns Cambrian. Will you make a commitment that

when you determine the cost of operating bilingual programmes at Laurentian, you will then make the same commitment to Cambrian? I'm not suggesting it has to be dollar for dollar, but will you make the same kind of commitment to Cambrian College so that they can become a bilingual institution as well as Laurentian? They are suffering the same problem that Laurentian has been suffering; as a matter of fact, it is even worse in terms of its financing. I would like you to make some kind of a commitment along those lines.

**Dr. Parr:** Mr. Chairman, we have already written to Cambrian—

**Mr. Laughren:** Yes, and they have an advisory committee working on it.

**Dr. Parr:** —to indicate to them the way in which we feel it might be possible to support individual courses as these appear to be generated in the second language, and we would hope that some decisions about this can be made very soon. I think that will be a start anyway toward the end that you have in mind.

**Mr. Laughren:** Good. Regarding Durham, could you tell us what is the problem?

**Mrs. Campbell:** Which one?

**Hon. Mr. McNie:** Which one?

**Mr. Foulds:** Which one?

**Hon. Mr. McNie:** Do you mean the staff aren't getting along with one another necessarily, or with the administration or the students? Well, the syndrome is not an uncommon one—

**Mr. Laughren:** No, I don't want to dredge up the whole issue again with respect to Durham, but I wonder if you had given some thought to what is the root of the problem.

**Hon. Mr. McNie:** Well, Mr. Johnston, would you like to talk about Durham?

**Mr. L. M. Johnston:** Mr. Chairman, Mr. Minister—

**Hon. Mr. McNie:** We discussed it, yes.

**Mr. L. M. Johnston:** —as was indicated, which problem? But I think I know what you are talking about. It is my opinion that perhaps it stems from a lack of communication between the administration, the faculty and perhaps the students. Our officials have been in touch with representatives at Durham. We have talked to the chairman of the

board about the communication problem. If there is something else you have in mind perhaps I could comment on it. I sincerely feel that that has been the root of some of the problems.

**Mr. Laughren:** Mr. Chairman, would the minister or his officials not agree that at least part of the problem, when there is lack of communication, is the lack of representation by the various interest groups within the college community to share in the decision-making process, whether it be at the academic level or at the administrative level or at the governing level?

**Mr. L. M. Johnston:** I think, Mr. Chairman, I would include that—let me put it this way—in my understanding of communications; yes.

**Mr. Laughren:** I am sure that the minister will take that into consideration as well when he's seeking arguments to support his position that they should become more democratic.

**Hon. Mr. McNie:** That's right; these are not unique problems. We have had some which were much more difficult than the ones we have in Durham and they have been resolved, I think very satisfactorily, by the people themselves with a little encouragement.

**Mr. L. M. Johnston:** Mr. Chairman, I might add that it's just been pointed out to me that Durham College does have now what I believe they refer to as a college council. There are faculty and student members serving on that council, which is moving in the direction that I had indicated.

**Mr. Laughren:** The other institution—actually there are two more; I missed one—is George Brown. I had asked one of the people from your ministry last night if there was going to be a legal person from your ministry here today because I did want to ask a legal question. I will ask it and perhaps you could get an answer on it. It's a very serious question and I think that you should be aware of what, potentially, could happen.

It has to do with the personnel at George Brown who were dismissed, fired. There is recent legislation called the Statutory Powers Procedure Act. The Statutory Powers Procedure Act requires that very detailed procedural steps be followed by any body exercising its statutory power of decision which, in addition, is required under legislation or otherwise by law, to hold or to afford to the

parties to its proceedings an opportunity for hearing before making a decision.

The question at stake in George Brown is whether or not the board of governors is a body exercising that same statutory power of decision as to the termination of employment. That is the legal question I would like to leave with you. I don't expect an answer to it this morning but it's a most important question.

**Hon. Mr. McNie:** I certainly think so.

**Mr. Laughren:** The last question I would like to ask, dealing with a specific institution, has to do with Conestoga. As I understand it, there is only one road into Conestoga and there has been pressure for another road.

**Hon. Mr. McNie:** I'm glad you didn't say path.

**Mr. Laughren:** Pardon? A path. There is pressure for another road to be opened and I believe it's called the Old Mill Rd. The local people say, I am told, that your ministry informs them that it's a provincial government policy, law even, that there must be two roads into every community college.

**Mrs. Campbell:** And only one out!

**Mr. Foulds:** Like beer stores.

**Mr. Laughren:** The feeling building up around the Conestoga campus is that the Old Mill Rd. is more of a pedestrian road and that it should be left as such rather than turning it into another slab of concrete. I would be surprised if the minister could give me the answer to that at this moment.

**Hon. Mr. McNie:** No, I don't—

**Mr. Laughren:** Perhaps I could leave that with you as well.

**Mr. L. M. Johnston:** Mr. Chairman, this is the first I have heard of this and I know of no indication of that type going out from anyone in my division, absolutely nothing of that kind.

**Mr. Laughren:** May I leave that with you?

**Hon. Mr. McNie:** Yes.

**Mr. Laughren:** That is all for the present, Mr. Chairman, thank you.

**Mr. Chairman:** Thank you, Mr. Laughren. The next name I have is Mr. Parrott and he has gone to another meeting. Do you know, Mrs. Campbell, if he is—

**Mr. Foulds:** He is up in the budget debate. At least he was when I left the House.

**Mr. Chairman:** Mrs. Campbell, do you want to take Mr. Deacon's place?

**Mrs. Campbell:** I don't know what he wanted to address himself to, I am sorry to say. I have just two matters and one is with reference to George Brown.

It is a different issue, but you know George Brown originally became entangled with the community of Kensington and started it, and after a long series of negotiations and meetings and the rest, it learned something about living in a community. I am very saddened to note that as it has enlarged its operation, it has completely forgotten all the specifics which it learned after much testing and tribulation in the Kensington area.

I wonder if the ministry has any policy of commitment to at least advising the colleges of the necessity of the role that they play, not just in the general community but in the specifics, that they should have regard to the people who live in the area around them. George Brown is somewhat unique, it isn't like Sir Sandford Fleming, which is out in a beautiful spot. These are buildings which were built in the middle of the community. It would seem to me that the ministry ought to, at least in these cases, take some initiative when they provide space in the middle of a community for a community college to disrupt an entire area by its lack of concern on such matters as parking and traffic and that sort of thing.

I wonder if I could have some assurance that the minister would look into it and consult with them if he likes but advise them that this is not the way to go about being a community college.

**Hon. Mr. McNie:** I would be happy to look into that.

**Mrs. Campbell:** The other matter is a reference again to that *bête noir*, I suppose, with the ministry at the moment, Ryerson.

You may have read recently of the desire of the community to have some of the facilities of Ryerson available. This would certainly be of tremendous significance in the area in which it's located. Ryerson has indicated its willingness, but is concerned with costs.

I wonder if in this galaxy there is any way in which one can approach other ministers with a view to assisting in this sort of funding. And coming out of that is, again, the

old, old debate on the proper use of public buildings for the people who pay for them.

I note that Ryerson, again, is willing to make areas available for public purposes on the payment of fees. I don't quarrel with this because of its limited budgeting, but it does seem to me that this ministry should be as concerned as, say, a board of education in a municipal government, in trying to see that these facilities are made more readily available to a community where they are so desperately needed.

**Hon. Mr. McNie:** Well, like you, we have spoken to the people at Ryerson and they are prepared to make them available. In most areas, I think this would be true in Toronto, the services would be provided through the local recreation council which is in part, funded by—at least staff, is funded by—the Ministry of Community and Social Services.

I've asked somebody to get something more specific for me, but I haven't got it yet. I gather that's the procedure. They seem to have a problem there at the moment with some of the work they're doing. One of the things we found out when we went out on the select committee was that in too many institutions they closed these places up for three months to do two weeks' work.

**Mrs. Campbell:** That's right.

**Hon. Mr. McNie:** And down in that particular area there's no question that if properly staffed and organized, it could perform a real service. And on the larger scale though, in all fairness, there are a good many of the colleges that do make these facilities available. Maybe Mr. Johnston could be more specific. I know I asked about that.

**Mr. L. M. Johnston:** I don't know the situation in all of them, but I do know that some of them are coming very close to what I refer to as the lighted schoolhouse. That is, they are in operation—I wouldn't say 24 hours a day, but from early morning through until 11 or 12 o'clock in the evening. The one that I know best, of course, is the one that's in the locality where I live, and that is Seneca in York. I'm up around there quite frequently and it is a beehive of activity. I'm sure that that is happening in a number of others.

**Hon. Mr. McNie:** It is the same at Varsity.

**Mr. L. M. Johnston:** And it's something that delights me as a person, tremendously, to see this happening.



**Hon. Mr. McNie:** And there is such a wide range of activities. It has become a rallying point for just about every type of public activity. It can be demonstrations against the government, or it can be—

**Mrs. Campbell:** For which you pay or for which you fund.

**Hon. Mr. McNie:** Yes.

**Mrs. Campbell:** Ex post facto, I take it, at St. Lawrence campus.

**Hon. Mr. McNie:** But the fact is that some of them are doing a much better job than others. I think we have to be honest, the leadership in the community itself, entirely aside from the leadership and the attitudes of the people in the college, is what really makes it work—if there's a desire to promote a facility. All it is is walls—as Mr. Laughren keeps reminding us—and we have to make it work. Sometimes it's remoteness. At this particular juncture, this has created problems. I say, at this particular juncture because the cities are growing out and what is remote now isn't going to be remote at all in two or three years.

**Mr. Foulds:** Oh, not with your green belt announcement the other day, Mr. Minister.

**Hon. Mr. McNie:** No.

**Mrs. Campbell:** Now, you can sit in cemeteries and look at them.

**Hon. Mr. McNie:** Or golf courses.

**Mrs. Campbell:** You may be voting there before we are through.

My concern about this is that, as far as the municipality is concerned, it's undoubtedly another one of these things arising late. I don't know how they could participate, for example, this summer.

**Hon. Mr. McNie:** We are looking at that now.

**Mrs. Campbell:** If, however, I can be assured of that, I would appreciate it because it is an area of great need.

**Hon. Mr. McNie:** This, as you know better than probably anyone here, is an area that is best served if you can get the local input. We found, certainly in our community, that the recreation council had done a first-class job and a better job, I would say, than the school system itself.

**Mrs. Campbell:** I am not sure that I understand the minister, Mr. Chairman, on the

recreation council. Is he talking about the municipal structure of recreation?

**Hon. Mr. McNie:** I am talking about the municipal structure in our particular area. I know they vary from community to community.

**Mrs. Campbell:** At the city of Toronto there is a department.

**Hon. Mr. McNie:** Yes.

**Mrs. Campbell:** But, usually, because they do a budgeting programme with no fat, unless they cut something else and adjust within, they cannot function. They can't very well add something new. It depends on the costs and I haven't ascertained them. If the minister is willing to give consideration to this, if I can in any way be of assistance with the people at the city, I'd be delighted because it is an urgent need in that community.

I have had some serious concerns as to the way in which I would propose to proceed on this vote. I don't feel that I have had the assurances that I ought to have had. On the matter of discrimination at St. Lawrence, with reference to the nursing education, I don't feel that I have had the assurances that I ought to have had to quiet the very real concerns of the 1,500 nursing students in downtown Toronto and their faculty.

I don't expect that it should be something that perhaps I ought to be in all honesty demanding today. Yet I am very much afraid to let this vote go at the moment without any greater assurances than I have received.

**Hon. Mr. McNie:** Well, we are—

**Mr. Foulds:** We can defeat the government on this one.

**Mrs. Campbell:** Well, let's.

**Mr. Foulds:** Not that I don't want to.

**Mrs. Campbell:** Are you with me? Are you always so busy?

**Mr. Foulds:** Of course, I'm on this committee.

**Mrs. Campbell:** Well, that is fine. He has a vote.

**Mr. Foulds:** The only thing we can do is take away money, and I'm not sure that that would achieve the objectives that you want.

**Mrs. Campbell:** No. What I had in mind, and I don't know enough about the pro-

cedures of this committee, was to move to defer this particular vote until those assurances were in. I don't think it's responsible for me to move to reduce the amount to \$1. That would just be a whimsical kind of thing.

**Mr. Foulds:** Just in case the officials are getting a little nervous here, Mr. Root could save the day by moving the adjournment or calling a quorum vote.

**Mr. Root:** I was going to call a quorum vote.

**Mrs. Campbell:** Perhaps it doesn't need this. I am that determined, however, that I've given this kind of consideration to it.

**Hon. Mr. McNie:** I think you have made your points and you have made them very well. Actually, as I said with respect to the downtown nursing situation, it is a complex one. While 10 days may seem to be a long time for a report to be at hand, we have had to make our own analysis of it and we haven't let the fact that the estimates are at hand distract us from it any more than we can, but it has got to go through the process before we can announce it.

In the meantime, we have indicated to the Toronto people, as Mr. Shaver said, that they are going to continue on with their present programme substantially in their present facilities, and the only thing that is happening in September is that they are transferring responsibility. Beyond that they won't recognize any great difference for a year, and this is really what we are saying in Toronto.

The message may not have got through as clearly as it should. It hasn't been easy, because as you know one might expect some dissidence in this as in anything that involves a profession. As far as the nurses are concerned—you made reference to the RNAO, they are 100 per cent behind the programme. Their concerns are with whether or not we are moving fast enough and are going to be able to reassure the students, among other things.

**Mrs. Campbell:** I think they are concerned that you moved too fast into the programme without planning it carefully. Do I take it—

**Hon. Mr. McNie:** Well, that may be. One of the things they certainly underestimated, for instance, was the difficulty of negotiating the pension arrangements and things like this. I think it turned out to be much more formidable than they had anticipated.

**Mrs. Campbell:** But I don't think that is the problem in Toronto.

**Hon. Mr. McNie:** No, but it was one of the problems that concerned the faculty very much, because until that one was tacked down there were other things that couldn't be tacked down.

**Mrs. Campbell:** Right. I have it spelled out now, so that I can advise those who are very deeply concerned that as of September they will be not only physically where they presently are, but that the schools will continue in the way in which they have been operating in the past; and that the students will be treated for grant and loan positions in the present college as though they were attached to a college, and that therefore they have nothing to worry about come September?

**Hon. Mr. McNie:** I think you put it very succinctly.

**Mrs. Campbell:** Right, if that is the case then I can drop that. Now, the other point is, on St. Lawrence College. The question was put, we had some discussion, but I don't really think I had any answer at all, as to the minister's position on the discriminatory aspects of making these people who you are transferring, and I say are the victims of transfer, whether they—if in the final analysis they approve the plan—take a position which is less than that anywhere else?

**Hon. Mr. McNie:** Our position essentially is that they aren't going to be disadvantaged by the move, first of all, and secondly, I thought Mr. Shaver had indicated that because of the different setup they have there we were going to have to take another look at it. I mean, we were really responding to what they had right now, and this is being changed—

**Mrs. Campbell:** Yes, but that is something they brought in for new teachers. I am saying that these are not new.

**Hon. Mr. McNie:** No.

**Mrs. Campbell:** And I want the assurance that they will be masters there, as they are in every other college in Ontario, on those three campuses, and not relegated to being instructors.

**Mr. Shaver:** Mr. Chairman, Mrs. Campbell, the St. Lawrence College hiring policy or classification policy, and this was in effect before the transfer of nursing was announced—

**Mrs. Campbell:** Yes; however—

**Mr. Shaver:** They had the two-classification system, instructor and master, and therefore,

they have been making position offerings on the basis of those two classifications.

**Mrs. Campbell:** That is to the new teaching staff.

**Mr. Shaver:** Right.

**Mrs. Campbell:** These are not new teaching staff; they are simply staff being transferred from one ministry to another.

**Hon. Mr. McNie:** Are you saying that some people actually have been offered something less than they got before?

**Mrs. Campbell:** I am saying that in the whole province only at St. Lawrence among all those reporting to date have these staff people been started as instructors rather than masters. I'm not talking about the degree of masters, I'm talking about the difference. I don't know how many other instructors there are at St. Lawrence but certainly these, I am informed, are the only ones there are. The nurses are of the opinion that they are being discriminated against.

**Hon. Mr. McNie:** I promise that we'll make sure they are not being discriminated against. I don't think I can put it any more bluntly.

**Mrs. Campbell:** That is, between their position at St. Lawrence and their position in any other college across the province.

**Hon. Mr. McNie:** As it applies across the province. I don't know what the arrangements are in every individual college.

**Mrs. Campbell:** My information from RNAO is that according to all the reports they've had in at their meetings, only at St. Lawrence are they treated as instructors. In every other college they are treated as masters; not the same degree and that's not my quarrel.

**Hon. Mr. McNie:** I think we understand one another. We'll get back to you and I'm sure—

**Mrs. Campbell:** I have assurances, then, that this discrimination at St. Lawrence will not continue if, in fact, they are masters in every other college in the province?

**Hon. Mr. McNie:** Fair enough.

**Mrs. Campbell:** All right.

**Mr. Foulds:** Mr. Chairman, I have a number of questions, both general and specific. I wonder if the ministry officials have the in-

formation I asked for yesterday about the leasebacks?

**Mr. L. M. Johnston:** No, we haven't it today.

**Mr. Foulds:** Can you have it for Monday?

**Mr. L. M. Johnston:** We can do our best to get it for Monday.

**Mrs. Campbell:** For when?

**Mr. L. M. Johnston:** To recap, it is the buildings that were constructed—

**Mr. Foulds:** The buildings that were built, constructed on—

**Mr. L. M. Johnston:** —on a lease-back arrangement!

**Mr. Foulds:** —a leaseback arrangement and the number of those which have been purchased; you know, the leaseback purchased outright since then.

**Hon. Mr. McNie:** Did you ask for that?

**Mr. Foulds:** I asked for that yesterday. Maybe you can pinpoint for me the point in time at which that practice stopped; and the colleges which have been built under the normal capital expenditure system.

I'd like to get into an area about the colleges that has always troubled me and, I think, troubles the general public. One of the reasons there is a reaction on the public's part for cutback in spending is that they see these institutions; they are very visible and very grand in scale and they appear to cost a lot of money. Do we have any idea what ratio there is in the college system between the people who are actually the producers—that is the masters, teachers—and the support staff—that is the administrators, the deans, the people who are engaged in the maintenance of the building, and so on. Do we have any idea what the ratio is?

**Mr. L. M. Johnston:** Yes, I think we have that in the book that Mr. Jackson has, if you can—

**Mr. Foulds:** The SRT Wright paper compilation.

**Mr. L. M. Johnston:** —give us a moment or two to reach the right page.

**Mr. Foulds:** Surely. Well, while we are waiting for that, and I am sorry the minister has had to step out for a minute but—

**Hon. Mr. McNie:** I'll be back in a minute.



**Mr. Foulds:** That's okay, I'll keep the rhetorical question going till you get back.

**Mrs. Campbell:** Could I ask one quick question in there?

**Mr. Foulds:** Certainly.

**Mrs. Campbell:** The statements of colleges were tabled in the House the other day; I asked for one and was advised there weren't any available for me. Are there any extra copies?

**Mr. L. M. Johnston:** Those are the audited statements?

**Mr. Laughren:** Were they tabled?

**Mrs. Campbell:** Yes, they were and I asked for them to bring down with me, and one of the clerks said there weren't any available. Do you have one here?

**Mr. F. J. Kidd** (Executive Director, Common Services Division): I don't have one here but I'll make a copy of the originals that we keep in our office and bring them down to you. Which particular one do you want?

**Mrs. Campbell:** I thought the minister said we were going to get all of these statements in this committee. There was a pile like that.

**Mr. Kidd:** That's right. Well, we have quite a number.

**Mrs. Campbell:** I'd like to see them.

**Mr. Kidd:** All right, I'll bring them.

**Mrs. Campbell:** Well, if you have to run around and make a copy, you won't get them back to us in time, but I certainly want—I'm sorry.

**Mr. Foulds:** That's all right, Mrs. Campbell.

**Mr. Kidd:** I'll have them Monday, then.

**Mr. Chairman:** I think that—

**Mrs. Campbell:** You won't have them Monday. We are not sitting Monday, are we?

**Mr. Chairman:** Yes, Monday evening.

**Mrs. Campbell:** We are sitting? Yes, all right, Monday night.

**Mr. Foulds:** I wonder if anybody in the ministry could let us know how the libraries are working out in the CAATS—you know, what is the percentage of usage of them, and so on? I think it is an important problem

because I know a number of the students who wind up in the community colleges, and so on, are not particularly oriented to the print media. That's one of the reasons they perhaps were not so successful in high school and one of the reasons that the CAATs were designed, to aid that kind of student.

I get the uneasy feeling from examination and going around and being in the resource centre, say, at Confederation College in Thunder Bay, and talking to librarians, that in some sense the resource centre libraries at the community colleges are not working out; that they are not really being utilized in the way that perhaps they should be. Is there any look being taken at them to see how they can be more productive and more fruitful, and that the students in the CAATs can somehow be persuaded, induced, encouraged to use them more so that in their after-school life they will develop some skills in terms of developing their leisure and their development as human beings? Is there any thought being given to that, and what sort of steps, you know, what is the ministry's thinking on it?

**Mr. L. M. Johnston:** Mr. Chairman, I suppose one's views on this are a reflection of the particular colleges in which one has been and where one has visited. I have been in some colleges where there is scarcely a vacant place at any time of the day and well on into the evening, but I don't pretend that that is the situation in all 22 colleges.

Now, to pass on to your specific comment and your specific question, as we were discussing earlier today, we are encouraging the instructors and the administration in the colleges to look at new teaching techniques, not just in the use of the library resources but in many aspects. This will be part of that encouragement and part of that development. It's tied in with the system.

I am not sure that you were here when Mr. Jackson was making reference to Canada earlier. The system that is being used there will make fairly heavy demands on the resource centre.

**Mr. Foulds:** Yes, well, what I am interested in pursuing with the ministry is that you obviously have some colleges where, as you say, the resource centre or the library, whatever you want to call it, is being used very abundantly. Is there no way in which you people can put in SRC, or perhaps do sociological-academic profits, then take another college where it is being fairly obviously under-utilized to examine why.

It has to come in terms of some solid suggestions because it's often therapy. I don't think anyone wants to run a failing operation. I really don't think any of the colleges deliberately ignore the library, but, I think, possibly the mentality of a set of instructors in a particular institution may have something to do with this. The economic social level of the students may have something to do with it.

Those are the kinds of questions I think that you could look at in a spot-check approach, in a couple of the institutions. You might find some valuable information and encourage those institutions to be successful.

One of the mistakes that was made is that most of the colleges are fairly similar physically. Each of them does have a substantial section of the building devoted to the library or the resource centre. This kind of space is pretty hard to adapt to any other kind of use and I think it's a mistake, even this early in the life of the CAATs, to write off that centre in any one of them. I would really like to make those suggestions to you and hopefully next year we might have some feedback on that. Any comment on that Mr. Johnston?

**Mr. L. M. Johnston:** Mr. Chairman, simply that I very much like the thoughts you are expressing. I think, as you have indicated, they are quite appropriate for the many types of students that we are attempting to reach in the colleges. They are quite appropriate in the field of adults who have been out of school for some time, so that we are quite interested in what you are suggesting—

**Mr. Foulds:** One thing really struck me when I was teaching at high school. I taught a lot of four-year stream kids. It came as a complete surprise to me, after we introduced a couple of courses, like theatre arts, that those kids began to read more because of some of the skill development in the course. I suppose their acuteness of physical perception led them to concentrate more on other media. There might be something in that area that we could take a look at.

All right, I would like to move on if I could to the question of residences. By and large the community colleges have a policy of not having residences.

**Hon. Mr. McNie:** No residences in southern Ontario, just in northern Ontario.

**Mr. Foulds:** Do any of them actually have residences in northern Ontario now? I think

Confederation College has had approval to build a residence, is that correct?

**Mr. L. M. Johnston:** Mr. Chairman, Canada has a residence, and Confederation was given approval to build a residence. Within the last few weeks it has written to us to inform us that they are not desirous of moving forward at this time.

**Hon. Mr. McNie:** As you are well aware, one of the problems we have run into here, particularly with the universities, is the very heavy subsidy. They haven't been able to compete with the private sector because they are operating over a much more limited period of time, among other things, but that particular fact is that these are on eight months as opposed to 12 months. At least three of the universities have very, very heavy calls on their operating funds to support them.

Our investigations and conversations have also indicated that more students today would prefer to be living off the campus than on the campus. That is another change.

**Mr. Foulds:** Yes, the reason I raised the question is this. It gets back to something I raised earlier in the estimates. It would seem to me, particularly in the north, you often have students coming from several hundred miles away to get to their local college. Often those students coming from very small isolated communities, do suffer—to use the cliché—"cultural shock". Some kind of residence should be arranged for them. Perhaps not the cinder-block building on the campus—but perhaps more like the arrangement we used to have in the old universities, big old houses that would house maybe a dozen to 15 to 20 students.

**Hon. Mr. McNie:** Well, this is being done of course. One of the problems is to find a locality that will accept a big houseful of students.

**Mr. Foulds:** Yes.

**Hon. Mr. McNie:** I've been in the middle of two or three of those and I think that usually the problems are overstated.

**Mr. Foulds:** Yes.

**Hon. Mr. McNie:** Believe me—we live right across the street from the university.

**Mr. Foulds:** Right, yes.

**Hon. Mr. McNie:** The whole world goes by our door and the problems are very minimal; but everybody doesn't agree. I think

that there is a lot to be said for encouraging this in a community for reasons other than saving money.

**Mr. Foulds:** Yes. Did Confederation give you any reason when they said they weren't going to proceed with it? Was it just that the expenditure at this time was too much for them? Or did they not get a response from the students?

**Mr. L. M. Johnston:** I don't recall the specific words of the letter, because in addition to the letter we did have conversations with them, but my understanding is that it was linked up with what the minister has indicated, that they were concerned about the utilization of the college and the financing of the college over the period of the lifetime of the debentures.

**Mr. Foulds:** Okay. I wonder if I could move on then. What is happening to Simcoe College, if anything?

**Mr. Laughren:** I think the silence is your answer.

**Mr. Foulds:** I was driving up to Muskoka last week along 400 and I saw this sign, "Site of Simcoe College," and it was all trees.

**Hon. Mr. McNie:** Mr. Smith would say that that would come under vote 2402, universities.

**Mr. Foulds:** It's okay. I will get it next year. The sign will still be there in the hills among the trees.

**Mr. Jackson,** have you managed to dig up that information?

**Mr. Jackson:** The figures are in a rather raw form. I'd rather tidy them up and give them to you in a tidier form, if you don't mind.

**Mr. Foulds:** Sure. Now, let's see. That drops me down to this part of the page. The operation at Confederation College with its programmes—I think there is one out at Big Trout and out at Winisk and Port Severn and so on—do you have any co-operation with the people from the OISE office at Thunder Bay?

Anybody know?

**Mr. L. M. Johnston:** We don't know of any connection, Mr. Chairman. There may be, but we are not aware of it.

**Mr. Foulds:** You have, as I recall—and unfortunately my clipping files haven't been correlated properly—but as I recall you have

a native person on staff at Confederation College having some responsibility for the development of those courses. Is that correct?

What kind of courses and programmes are you developing in those remote communities?

**Mr. L. M. Johnston:** Mr. Kerridge, would you like to speak to that one?

**Mr. L. Kerridge** (Programme Co-ordinator and Agreements, Applied Arts and Technology Branch): Mr. Chairman, most of the courses in the remote areas are what we would call basic academic upgrading programmes. The thing that is significant is that they have been developed with the local people for them and in their terms. In fact, it is rather interesting that the staff at Confederation College has developed a series of books for these projects. You may have seen these.

**Mr. Foulds:** Yes.

**Mr. Kerridge:** They are very interesting. They have been written in English but the material content is about their culture. When they are learning to speak English which, by the way, is one of the major activities in small remote spots, they are learning about their culture and not Mary and Jane culture.

**Mr. Foulds:** Yes.

**Mr. Kerridge:** So this has been very successful.

**Mrs. Campbell:** They are ahead of the rest of us.

**Mr. Foulds:** It is the only benefit in the north. The problem is so obvious we can cope with it.

**Mr. Kerridge:** Confederation, I think, should be commended for its good work in getting the programme out to the communities from the start. This has evolved over a long period of time—the obvious often takes a long time—to get the programme into the community rather than bring the Indians to the big city or even a half-way house. We experimented for a while with a half-way house approach and that was not really as successful as we thought it might be. The answer to your question is it is primarily English language training, basic upgrading, basic mathematics and other very basic programmes.

**Mr. Foulds:** They are taught in the native language, aren't they, in Cree and Ojibway?

**Mr. Kerridge:** In some instances. There is some of this going on. To be specific, there



is a textbook in Cree for the northern college projects up the west coast of James Bay. That's written in Cree.

**Mr. Foulds:** I would like, then, to move on to one other area. I don't want to prolong it unduly.

**Mrs. Campbell:** Just to 1 o'clock.

**Mr. Foulds:** No. I was willing to close before 1 o'clock, but I have two other questions, I think you mentioned a night school contract. Aren't some of the colleges running into difficulties in terms of negotiations with their staff because of the limitation on spending? The one area where they can cut down is in the rate they pay for those who teach in night schools. Does the ministry have any policy on that?

That has happened at Confederation College. I believe they have been cut down from \$15 an hour to \$12 an hour, because it is outside the agreement they have.

**Mr. L. M. Johnston:** Mr. Chairman, my understanding is that the rates for part-time teaching are part of the memorandum of agreement that resulted from collective bargaining and that they indeed are part of the agreement. Also I think there is a range per hour that forms part of the agreement, and not a specific hourly rate.

It is part of the memorandum of understanding which, as indicated, results from collective bargaining. Without reading all of this section, it finishes up by saying: "... but shall be paid for the performance of each teaching hour at an hourly rate within the following range, minimum \$7 per hour, maximum \$15 per hour."

**Mr. Foulds:** I am just a little speechless for a minute there. Any bargaining unit that would sign such an agreement is out of its mind. The flexibility there allowed to management is incredible—between \$7 and \$15? Who was that signed between?

**Mr. L. M. Johnston:** That is signed between the Civil Service Association of Ontario representing the faculty and the Council of Regents.

**Mr. Foulds:** Oh, the Council of Regents. Within that overall agreement, do the local units of the CSAO have the right to bargain with the local board of governors?

**Mr. L. M. Johnston:** No, not on salaries.

**Mr. Laughren:** When was that agreement signed?

**Mr. Foulds:** Just hold on here.

**Mr. L. M. Johnston:** It was signed—

**Mrs. Campbell:** What else is there?

**Mr. Foulds:** It may go to 1 o'clock, Mrs. Campbell.

**Mr. L. M. Johnston:** —on Sept. 6, 1972.

**Mr. Laughren:** And they are still celebrating!

**Mr. Foulds:** Is there a uniform rate applicable across the province for the specific courses taught in the night school programme, let's say, between that \$7 and \$15 rate? How do you determine what happens in that?

**Mr. L. M. Johnston:** Mr. Jackson, can you help us on that?

**Mr. Jackson:** I think the range ended up in the collective agreement because of the wide variation in rates for teaching night school in all systems—secondary schools, universities and colleges across the province. If you were paying the rate that you pay in Toronto in a small area like Peterborough, for example, you would have difficulty operating programmes in the secondary school. The college would obviously attract all of the available teaching staff at the Toronto rates.

Therefore, a scale was put in so that each college could pay a night school rate that is commensurate with the going rates in their area. The open market then adjusts what they have to pay to get competent staff.

**Mr. Foulds:** I'm going on memory here, but didn't Confederation College management use that clause to knock down the rate last year for those teaching night school?

**Mr. Jackson:** If they found that they were paying higher than the going rate, certainly within the terms of the agreement they could adjust the rate to be commensurate with the going rate.

**Mr. Foulds:** Yes, but what is the going rate? The going rate in a community like Thunder Bay can range from what is given for the so-called non-qualified teacher of recreational courses in a high school night school programme to a full professor's salary at a night school programme in a university.

**Mr. Jackson:** That's right. The college rate should be properly located within that range and not be out of line with the other rates,

so that the law of supply and demand governs the rate which the colleges will have to pay.

**Mr. Foulds:** The law of supply and demand? Nonsense! The courses were there. The teachers had signed up for them. The rate was arbitrarily knocked down.

**Mr. Laughren:** That law died with John Maynard Keynes!

**Mr. Foulds:** The college had its courses outlined, the people had signed up for them—to talk of supply and demand is nonsense.

**Mr. Laughren:** Not only that, how does it gibe with the position of the minister and the senior officials that there should be more importance given to the extension programmes in the colleges; indeed that they should be meshed with the day programmes? What you are doing there in effect is you are going to kill the extension programme's importance.

**Hon. Mr. McNie:** Well, I think—

**Mr. Laughren:** When was the last time you had your salary increased? If I know you, when you came into the Legislature.

**Hon. Mr. McNie:** Speaking for myself, I had a decrease when I came into the Legislature.

Interjection by an hon. member.

**Hon. Mr. McNie:** This was a matter, as you know, of great and considerable discussion between the parties concerned and the parties to the agreement, which took into account a lot of variables, some of which have been mentioned here, of course, with the Civil Service Association. It is being renegotiated again as of this fall, and I'm sure that some of the things—

**Mr. Laughren:** You are breeding cynicism within the community college people.

**Hon. Mr. McNie:** I have a great deal of confidence in the Civil Service Association to represent the interests of the parties concerned.

**Mr. Foulds:** How can you say that with a straight face when they would sign an agreement like that?

**Mr. Laughren:** Because he is management.

**Hon. Mr. McNie:** I think one of the things that I find very difficult to reconcile is a concern for local autonomy, and at the same time, looking for uniform handling of some

of these problems. It isn't an easy thing to do.

**Mr. Foulds:** Seriously, Mr. Minister, don't you find yourself in that cleft stick simply because of the structure and the way the CAATs are operated, the fact that they negotiate a provincial contract with the Council of Regents, a provincial body, which is, I gather, almost an autonomous Crown corporation kind of operation?

**Hon. Mr. McNie:** The colleges are something akin to Crown corporations.

**Mr. Foulds:** Yes, and that almost—

**Mr. Laughren:** Almost classified as Crown employees.

**Mr. Foulds:**—thrusts upon them a provincial centralized model, if you like—

**Hon. Mr. McNie:** That's right.

**Mr. Foulds:**—by its very structure, so this—

**Hon. Mr. McNie:** It's a little bit like—I should hardly think it appropriate for me to use the example but it's like, you know, the estimated costs of the parkway belt. There is a range there that would take a lot of things into account. I think here they are trying to take into account the differences and I think, in all fairness, they are trying not to inhibit the ability of the local college to attract people and to develop their own teaching resources, and they are doing it in different ways. I think one of the problems—

Interjections by hon. members.

**Mr. Chairman:** Will item 2 carry?

**Mrs. Campbell:** No.

**Mr. Foulds:** Mohawk College and the programme in co-operation with industry there that is akin to the one at Waterloo, what do they call it?

**Hon. Mr. McNie:** Co-op.

**Mr. Foulds:** The co-op programme. Is there any consideration being given to rebates on educational levies given to the companies that take students into that programme?

**Hon. Mr. McNie:** No, not that I am aware of. The employer who has used students from these colleges, we have always felt that we got good value for the services that they render, or balance. One anyway. Myself. Sorry!

**Mr. Laughren:** Not the instructor I referred to the other night?

**Hon. Mr. McNie:** Yes.

**Mr. Foulds:** We're probably too late for this one too. Has the ministry given any thought to examining the British system of a special educational levy on industry that is rebated to some per cent when industry takes students for part of the training programme?

**Hon. Mr. McNie:** Mr. Johnston tells me that that's no longer in effect, that it actually has been abandoned. That information is secondhand.

**Mr. L. M. Johnston:** Mr. Chairman, I was in England 10 years ago when a white paper had been prepared on that system and they were planning to put it into effect at that time. Now I could be wrong on this, but my understanding is that in the interval it has gone into operation, it has been found in some respects to be deficient and that it has been or is being abandoned.

**Mr. Foulds:** That would be consistent with the philosophy of the present government there. This being a Progressive Conservative government we might have some adaptation of that.

**Hon. Mr. McNie:** The co-op programmes, of course, as you are aware, are not just restricted to Mohawk or Waterloo. Others have been experimenting with them, and with some success, but with some failures, too. The kinds of courses have a lot to do with it.

**Mr. Foulds:** Mr. Chairman, I am prepared to let the vote go provided we have the assurance that, on the three questions I have asked, we can have the information on Monday or Tuesday before the estimates are finally completed.

**Hon. Mr. McNie:** Can you prepare them in that time?

**Mr. L. M. Johnston:** There is the one on leaseback, the one on figures—

**Mr. Foulds:** The one on leaseback; the one on the percentage of administration.

**Mr. L. M. Johnston:** Right.

**Mr. Foulds:** And the ratio of support staff to faculty.

**Mr. Laughren:** Mr. Chairman, there are also a number of questions that I asked, including the one last night on attrition and failure rates. I would assume that could be brought up during another vote.

**Mr. Chairman:** That's right.

**Mrs. Campbell:** I have a couple more questions.

**Mr. Chairman:** Shall item 2 carry?

**Mrs. Campbell:** No, I want to go on.

**Mr. Chairman:** I am sorry; you want to go on? We will adjourn until Monday at 8 p.m.

The committee adjourned at 1 o'clock, p.m.

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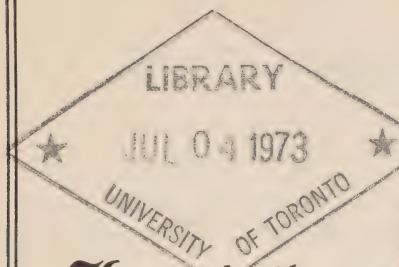
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# Legislature of Ontario Debates

## **STANDING COMMITTEE ON SUPPLY**

**Estimates, Ministry of Colleges  
and Universities**

**Chairman: Mr. S. B. Handleman**

**OFFICIAL REPORT — DAILY EDITION**  
**Third Session of the Twenty-Ninth Legislature**

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**Monday, June 11, 1973**

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**Speaker: Honourable Allan Edward Reuter**  
**Clerk: Roderick Lewis, QC**

**OFFICE OF THE SPEAKER**  
**PARLIAMENT BUILDINGS, TORONTO**  
**1973**



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# LEGISLATIVE ASSEMBLY OF ONTARIO

MONDAY, JUNE 11, 1973

The committee met at 8 o'clock, p.m., in committee room No. 1; Mr. S. B. Handleman in the chair.

## ESTIMATES, MINISTRY OF COLLEGES AND UNIVERSITIES (continued)

On vote 2403:

**Mr. Chairman:** I wasn't here on Friday but I understand that Mr. Laughren was speaking on item 2 in vote 2403. Had you finished?

**Mrs. M. Campbell (St. George):** I had indicated some questions.

**Mr. Chairman:** Fine, Mrs. Campbell. Would you proceed then?

**Mrs. Campbell:** I did put a question to the minister. It was with reference to what steps have they taken in this ministry to ensure that there will be courses in one of our native languages, particularly Ojibway, in the health and welfare fields for people who are expecting or may be expected to go out into the community which is largely populated by native peoples. I gave them the opportunity to look up the answer and I hope they have it.

Interjection by an hon. member.

**Mrs. Campbell:** And in the social welfare field, too.

**Mr. H. W. Jackson (Director, Applied Arts and Technology Branch):** Mr. Chairman, Mrs. Campbell, we checked today with Confederation College, Northern College, the Registered Nurses Association, the College of Nurses, the federal Department of Health and Welfare, the federal Department of Indian Affairs and our own Ministry of Health and we find that there are no programmes in the health care field provided for the native population of Ontario in any of the native languages.

**Mrs. Campbell:** I would suggest, Mr. Chairman, that there are two points here. I wasn't saying that the language courses be confined to native people but surely in the

first instance that would be important if, as I happen to believe, many of them have lost some of their language skills. Secondly, I was thinking in terms of those who would be non-native people but who would be engaged in this area and who might therefore use these skills if they are going into areas of Ontario which are largely populated by native peoples. I take it no thought has been given to either of these? Could I have some assurance that some thought will be given to them?

**Hon. J. McNie (Minister of Colleges and Universities):** I will.

**Mrs. Campbell:** Thank you. Secondly, I was speaking about residences and I was unfair, because it didn't come to my mind at the time. Since it has been conceded that some permission was given to Confederation College to have residences, this indicates to me that there must be a changing view or that there must have been some formula applied to that college. I am therefore now asking if any thought has been given or if any thought will be given to Neill-Wycik, the residence which has been having a good deal of financial difficulty in the city of Toronto?

**Hon. Mr. McNie:** Just briefly, and then I'll ask Mr. Johnston to expand on it. The policy of the government, as you know, is to permit residences only in the north and there have been a few, but they are all funded through central mortgage. Our involvement in it is simply to approve the building of these residences. Lorne, would you like to speak to the specific questions?

**Mr. L. M. Johnston (Assistant Deputy Minister, College Affairs and Manpower Division):** Mr. Chairman and Mr. Minister, I haven't any further information on that. That's part of the university vote 2402. It's an area in which I do not work.

**Mrs. Campbell:** Yes, I'm sorry, I should have raised it there, but we were discussing residences for colleges at the time. And if it's to be, if that is in the other vote, then I cannot understand why it wouldn't be considered the same as any other residence. You seem to have a dichotomy.

**Mr. L. M. Johnston:** I have no further information on it, Mrs. Campbell.

**Mrs. Campbell:** Well, perhaps I could expect to get some information?

**Hon. Mr. McNie:** Are you suggesting that there should be the same policy at universities as at colleges? Is that what you are suggesting?

**Mrs. Campbell:** No, I am suggesting, I think, the reverse.

**Hon. Mr. McNie:** I mean, sorry, colleges as at universities.

**Mrs. Campbell:** And certainly what I was saying was that if you have some colleges in this category, if all you do is simply give approvals then, of course, that's one thing. But if Neill-Wycik should have been, and I accept that, brought into the university vote, then surely that particular operation should be within the university interpretation of residential uses.

**Hon. Mr. McNie:** Of course, even among the universities the whole question—I know this is not answering directly your question—is one that is being looked at very closely because of the heavy costs that are being incurred now by some universities as the result of students preferring to live off campus, or because the universities find it impossible to operate these residences as economically as the private sector is operating comparable apartments. So there are no plans at hand, that I am aware of, for universities to erect residences. It's a subject, quite frankly, that we are taking a very, very close look at. And we will look at your particular question at the same time.

**Mrs. Campbell:** On another point which was raised today, I believe a letter went to you, and if you haven't received it you will so I'll have you ready for your answers. The matter was raised by Sister Catharine today in her address. Are you prepared to advise colleges, and I would have asked about universities if we hadn't passed that vote, that any college which discriminates against women either in salary or in pension will be told that there will be no increase in the operational grant and no funds for research so long as that discrimination continues?

**Hon. Mr. McNie:** She didn't agree with this principle except as a last resort, as I recall. And I—

**Mrs. Campbell:** That's right, but since we always have to deal in last resorts—

**Hon. Mr. McNie:** —I would say the same thing. I would say that that would certainly be a last resort. I would hope that better sense would prevail and we won't have to penalize people.

**Mrs. Campbell:** Then we hope too long. Hope deferred maketh the heart sick, Mr. Minister, and that hasn't changed with the passing of time as far as I know.

**Hon. Mr. McNie:** I think there are a lot of things that have changed in the last two or three years in this area.

**Mrs. Campbell:** My information is, Mr. Chairman, that at our colleges and indeed at some of our universities, when it comes to pension, if the man is a single head of family and if anything happens to him his whole pension can go to his child. But that is not true of a single woman head of family. May I know why, and why this government would continue to support a college or university that has that sort of discriminatory policy?

**Hon. Mr. McNie:** Without trying to answer that particular question specifically, I think that we are trying, by working through whoever the proper representatives are—if it is the civil service association or whoever—to give equitable treatment for everybody concerned.

One of the things that you've heard referred to, and on which I hope we will be taking some action shortly in the Legislature, has to do with the whole subject of ensuring that women are getting equitable treatment in the civil service. Certainly this would apply to the CAATs.

**Mrs. Campbell:** May I know then what it is, what steps you are taking, if you are not prepared to take the one I suggested?

**Mr. F. Laughren (Nickel Belt):** The Provincial Secretary for Social Development (Mr. Welch) says the report is at the printers.

**Hon. Mr. McNie:** That is right. I confirm it.

**Mrs. Campbell:** I see. How long do your printers normally take? Why is it that we have to wait? The question is before this committee. If the report is at the printers or wherever it is, why aren't we entitled to have the benefit of it since we are a committee reviewing these estimates?

**Hon. Mr. McNie:** I might suggest that this is a report that bears on all of the estimates.



Perhaps you had better direct that question to Mr. Welch than to myself, really.

**Mrs. Campbell:** I don't see him in the audience.

**Hon. Mr. McNie:** I think his secretaryship still has to come before the estimates.

**An hon. member:** Yes, it is coming up.

**Mrs. Campbell:** But you then, Mr. Minister, are telling me that you cannot answer my question because it has to be put to Mr. Welch. Is that what I'm to tell these ladies?

**Hon. Mr. McNie:** No, with reference to the report and to when it is likely—

**Mrs. Campbell:** I didn't ask about the report. I asked what you are prepared to do about it.

**Hon. Mr. McNie:** Can one of you gentlemen speak to this?

**Mr. L. M. Johnston:** I would think, Mr. Minister, that as you have suggested, the question might appropriately be placed before Mr. Welch.

**Hon. Mr. McNie:** The whole question of negotiations is one that—right now we are in the middle of them, and as of this fall we will have a new contract at the community college level.

**Mrs. Campbell:** I'm glad that you said that, I was hoping that perhaps I was wrong. You are very much a part of this system.

**Hon. Mr. McNie:** I suppose to some extent that is right. I'm one person and it's a big system. We are trying awfully hard to get some things remedied, and some things, as you recognize, take longer to get remedied than others.

**Mr. Laughren:** Don't knock the system too much. It supports the Liberal Party too.

**Mrs. Campbell:** I am very much aware that when it comes to bargaining you deal with unions and associations which support another party and which are as discriminatory as anybody else is.

**Mr. Laughren:** The workers support the New Democrats.

**Mrs. Campbell:** In any event then, I take it that you have no answer to my question.

**Hon. Mr. McNie:** I don't think I can answer the question you asked to your satisfaction, no.

**Mrs. Campbell:** And so to be fair—I want to be absolutely certain I'm being fair, because I shall be answering these ladies—what you are saying is that you do not approve of discrimination, nor do you approve of taking any such steps as they have required to correct discrimination, and you can't answer what steps might be taken to correct discrimination, because you are only one man. Is that fair?

**Dr. J. G. Parr (Deputy Minister):** I don't think that's quite what you said, Mr. Minister.

**Mrs. Campbell:** Well, let's get what he said. What did you say, sir?

**Hon. Mr. McNie:** What I've said is that we're going to strive to correct whatever inequities there are in this matter as quickly as we can and I think—

**Mrs. Campbell:** If Mr. Welch gives you permission, is that it?

**Hon. Mr. McNie:** Even the legislation is not going to correct some of the things we are talking about, you know that as well as I do.

**Mrs. Campbell:** Well, I know this, that if I were giving grants to colleges or universities and they were carrying on discriminatory practices on behalf of the people of this province, I would curtail them. Or at least I would advise them that given a certain date they would be curtailed until such time as they ceased those practices. Women do happen to constitute a fair portion of the population of Ontario. While I know that your party believes them to be a race apart, I don't accept that. If they are, I accept that they belong to the human race and that you'd better define your own position.

**Hon. Mr. McNie:** Well, obviously it's not sufficient to indicate to you that I share your concerns about getting these inequities corrected and discrimination eliminated.

**Mrs. Campbell:** Well, I'm glad you share them and I hope some day in the future while you warm your feet before a fire, you may look back and think of this day. Thank you, Mr. Chairman, I have nothing further to add.

**Mr. Chairman:** Shall item 2 carry?

**Mr. Laughren:** Well, Mr. Chairman, just before—I don't want to—

**Mr. R. B. Beckett (Brantford):** Oh, come off it.

Mr. Laughren:—debate this vote further, except to ask the minister if there were some answers to previously asked questions available to us this evening.

Hon. Mr. McNie: Yes.

Mr. Laughren: Would this be an appropriate time—

Mr. Chairman: In item 2?

Mr. Laughren: Yes.

Mrs. Campbell: We were to get all those college things tonight.

Mr. Laughren: Got to keep these guys honest.

Mr. Beckett: I am sure they are honest.

Mrs. Campbell: Well, we'll do our best, let's put it that way. We'll do our best.

Mr. Chairman: Mr. Laughren, are you satisfied with these answers?

Mr. Laughren: Well, I am satisfied that they have provided me with the information in a very general sense. As I understand the figures, and I stand to be corrected by your people here, Mr. Minister, the attrition rate for a two-year programme, would strictly be between first and second year, is that what this means?

Mr. Jackson: Mr. Chairman, what the attrition figures here represent is the number of students who will finally complete the course, as compared to those who actually started the course. They don't take into account those who transferred from one course to another. Unfortunately the system won't pick them up as still continuing in the system. It simply shows that they're deducted from the original people who enrolled in the course. As a result, the attrition rate would appear to be higher than I think it really is.

Mr. Laughren: Well, except that when they move from one programme to another they are bolstering the numbers that graduate from that other programme.

Mr. Jackson: Yes, but then they would appear on the input end of the other programme as well.

Mr. Laughren: No they wouldn't. Surely not? If they enrol in technology and then drop out at the end of the first year and go into business or applied arts in, say, second or third semester, would they still count as—

Mr. Jackson: Yes, they would show up as a fresh person appearing in that course.

Mr. Laughren: Are these figure available for individual colleges by programme?

Mr. Jackson: Yes they are.

Mr. Laughren: Are they readily available?

Mr. Jackson: I think so, yes.

Mr. Laughren: I'll tell you why I am pursuing this, because the figures are, I think, fairly significant in judging the colleges. For example, an attrition rate of 71 per cent in the applied arts programme tells us that something needs to be looked at and examined much more carefully. I am concerned that reports that I get from individual colleges—not in a systematic way, but just helter-skelter reports—say that there are enormous drop-out rates, as high as 75 per cent, in individual programmes. If those could be made available I would appreciate having them.

Mr. Jackson: Yes. What we are trying to do at the moment is to be selective in tracing when a person drops out whether he just disappears or whether, in fact, he transfers, or he may take employment before he finishes these courses. Until we can qualify the attrition it's a little hard to point a finger at a particular college.

Mr. Laughren: Yes.

Mr. Jackson: We would shortly expect the system will be able to provide us that type of detail.

Mr. Laughren: A student could be considered, having enrolled twice in the same institution and only graduating once and there would be an attrition rate involved then, is that correct?

Mr. Jackson: That would show twice, yes. In fact, in the general arts programme this is probably the situation. The attrition looks particularly high in that because the majority of the students enter that course with the full intention of moving into some career-oriented programme.

Mr. Laughren: It would seem to me that those statistics could provide you with a pretty good insight into the efficiency of the various institutions.

Mr. Jackson: Yes, we are looking forward to being able to do that as soon as we can qualify just where the people drop out in a little bit more detail, rather than a blanket disappearance.

Mr. Laughren: You must have some gut feelings already.

Mr. Jackson: We have.

Mr. Laughren: When I see an attrition rate of 71 per cent, despite the fact that some people transfer, that's a very high figure.

Mr. Jackson: It's certainly cause for concern.

Hon. Mr. McNie: When you say the attrition rate, does that mean they registered? How often do they have to attend or do they have to attend at all?

Mr. Jackson: No, the attrition rate that is shown by the system, Mr. Minister, is the number of people who are not there at the completion of the programme who were there at the very beginning of the programme.

Hon. Mr. McNie: That's what I meant though. I know of students right now who are paying their \$50 and registering, some of whom are not likely to end up there, it's just an alternative, an option that they have chosen because they had to make a decision early in the year. I just wondered if that was included.

Mr. Jackson: They would have to pay their full tuition fee to be fully registered.

Hon. Mr. McNie: I see, they have to pay their full fees.

Mr. Jackson: That's right.

Mr. Chairman: Any further questions?

Mrs. Campbell: Could I find out, is this the material that was brought for us and are each of us getting them? Is that one batch? You were going to bring the copies. You said you would have the copies run off.

Mr. F. J. Kidd (Executive Director, Common Services Division): Yes, two copies of each statement for each college—

Mr. Chairman: Would you speak into the mike, please?

Mrs. Campbell: Then at least I was to get one set.

Mr. Kidd: You can have one set.

Mrs. Campbell: Thank you.

Mr. Chairman: Will item 2 carry? Mr. Parrott.

Mr. H. C. Parrott (Oxford): I never dreamed it would take this long.

Mr. Chairman: Yes, I hadn't crossed you off, I am very sorry.

Mrs. Campbell: I bet you didn't cross him off!

Mr. Parrott: I appreciate your generosity, Mr. Chairman, and that of your cohorts.

Mr. Chairman: You have the floor.

Mr. Parrott: I wanted to ask a few questions about courses that are offered in night school vis-à-vis courses that would be offered at Fanshawe or some other community college. Mr. Laughren spoke on it the other day very briefly, but I have a couple of examples that I would like to give you, if I might, and then perhaps you could give me some indication of what you think the future of this type of course is.

I had a heck of a lot of notes down here the other night and one of the things that I think should go on the record was that I thought you dispelled any possibility of your nickname being effective at all, because it was pretty obvious you were a brick wall, and I thought it was beautifully done. That wasn't in the notes either, Mr. Chairman, but I thought it was done very well.

The main question in my mind is whether the cost is justified at night courses, which are "interest" courses, if you will, at community college level, particularly when we see the restrictions for the Ministry of Education and your ministry for financial and very valid reasons.

The first question I would like to have some indication of your reaction to deals with the secondary school year which is quite a bit longer than the community college year and yet the costs are about \$1,130 per student as compared to about \$1,850, is that correct?

Hon. Mr. McNie: I think that's correct, yes.

Mr. Parrott: How do you or someone within the ministry explain that those two figures vary that much? You have got extra time in the secondary school year and yet another 50 per cent cost. Now, granted there is a difference in instructors but I think in a minute or two, particularly when I come to the point about some credit courses, that you will see the instructors might be one and the same. What makes up the great variation in costs of these per-student figures?

Mr. L. M. Johnston: Mr. Chairman, the courses that are given in the colleges in some respects are similar to the college courses, that is the arts and science courses. But many of the courses in the colleges are shop courses



and the costs are considerably higher due to supplies, equipment, and the operation of equipment that is needed by the technician in the trade courses. The figures that you are using are average figures in both instances. I think you would find that the figures for the technical or shop courses in the secondary schools are higher than the figures that you are using there. By the same token, the shop figures are higher than the figures for arts and science courses in the colleges.

**Mr. Parrott:** I think the point of that question was primarily to sort of establish for the record that you are quite satisfied that that difference in cost per student is a very valid difference.

**Mr. L. M. Johnston:** Yes, we think it is.

**Mr. Parrott:** All right! Well, my main concern is with respect to adult education and evening classes and their resulting costs to the individual and to the public purse. Could it be that colleges are using, if you will, Mr. Minister, some of these revenues which could have gone to the boards of education? There are some of these courses, I think you would agree, that are borderline and might go either to colleges and universities or to boards of education. Would you agree that either one of them could be the sponsoring agent?

**Hon. Mr. McNie:** Yes, well this is the question that has arisen in a lot of areas and in particular in your own constituency. If I am not mistaken, the initiative in that case to provide courses was taken by the community college.

**Mr. Parrott:** Is it initiative there or is it lack of initiative on the part of the boards of education? You know, there is a vacuum. It is hard to—

**Mrs. Campbell:** He cannot talk to the Education minister as he can talk to me.

**Hon. Mr. McNie:** The others took the initiative and whether there was a lack of initiative on the part of the other party—I can only assume that someone recognized the need and someone else didn't. And I think that it has been so successful that it has resulted in some considerable competition—

**Mr. Parrott:** Right.

**Hon. Mr. McNie:** —and press. Perhaps, Lorne, you would like to speak to it more specifically?

**Mr. L. M. Johnston:** I think, Mr. Chairman, that it is a matter of record that in

some areas of the province the boards of education chose not to offer evening courses, worked with the college people and reached an agreement whereby the college would take the responsibility for the courses. So the situation varies from college area to college area.

**Mr. Parrott:** I have no quarrel with the statement you made the other morning that there was perhaps reluctance on the part of an adult to wish to go to a night school. Is that the point? And yet I think we have to question whether we can afford that or not.

**Hon. Mr. McNie:** I think your point is well taken.

**Hon. Mr. Parrott:** And I'm concerned about it.

**Hon. Mr. McNie:** I would agree that the high school can appropriately handle some of these courses. They are probably closer at hand in many of the instances and if their costs are lower then it would seem foolhardy to have a community college moving in, particularly from some distance, and doing the same thing.

**Mr. Parrott:** Right, well let me give you an example. Could I, for the record? If, say, they were going to put on a course on investment, or some such course—last year they did one in secretarial science in our area. And say there were 15 students and the fee was \$12; that would be \$180. The cost of the course would be \$20 per night for 20 nights. That is \$400. And the administration cost is approximately \$40. That is a total cost of \$440. The net cost would be \$440 less the fee paid by the students, which would be \$260. The cost to the province would be \$176, and the cost to the local taxpayer about \$83.

Now, if the community college does this the fees are higher. They would be \$30. So that is \$450. The cost of the course is \$24 a night for 20 nights. That's \$480. Administration we'll put at the same, \$40. Total cost is \$520, as compared to \$440. Therefore, the net cost would be considerably more.

Now, using formula financing for the grants—and I quite frankly admit I'm thin in this area, but I think I checked the other night—the grant for that course I believe would be \$764, and less 50 per cent for an interest course, which brings it down to \$380. So that the net cost to the taxpayer is \$260 for the board of education cost and \$382 for the community college. And the cost to the student would be \$12 if the board of educa-

tion ran it and \$30 if the community college ran it.

In our particular area we had a course put on where they used an instructor of the board of education, they used the school, heat, light, janitorial services, the whole bundle there, and we came up with those figures.

I don't see any question that you agree that this is a real concern. And therefore I don't see how it can fall within just your jurisdiction of making this decision—and I think you made that point just now. But as a taxpayer I think we have to be concerned about that. And where else can we lodge this concern, if not with the minister—perhaps with the provincial secretary—but it is getting lost in the shuffle.

**Hon. Mr. McNie:** It isn't getting lost in the shuffle, as a matter of fact. It is being studied very closely by both a joint committee of the Ministry of Education and the Ministry of Colleges and Universities. And as a matter of fact it hasn't been done in the past and there are already steps being taken to remedy some of these overlapping situations.

**Mr. Parrott:** Good.

**Hon. Mr. McNie:** This doesn't explain the difference in cost but it does explain why the community colleges moved in earlier. They went in where there was a vacuum.

**Mr. Parrott:** Yes.

**Hon. Mr. McNie:** And then when it looked as though there was this market, and there was some advantage to be gained, then the high schools—who in many cases were renting their quarters, if I am not mistaken, to the community college—decided that they would prefer to handle them themselves.

**Mr. Parrott:** You are saying then that in your opinion this is being actively looked at right now?

**Hon. Mr. McNie:** Oh yes, very much so.

**Mr. Parrott:** Both from the point of view of the cost to the taxpayer, and the cost to the student?

**Hon. Mr. McNie:** Right!

**Mr. Parrott:** And if you feel that these courses are not at a sufficient academic level, they should not be offered by the community college? In other words, if their content is not above grade 13 level, would that not be better—regardless of the point you made the other day that people don't want

to do this in a high school night course. I don't think that where they wish to go is a valid enough reason, Mr. Minister, if I can say it that strongly. I think if the course is open to them then I believe education is far more fundamental and far more important, than to let them decide which course suits their psychological fancy.

**Hon. Mr. McNie:** I think this has been a problem more in the academic upgrading courses than it has been anywhere else—say in an art course or a metalworking course, or basket-weaving course. There is no hesitancy in using high schools, or elementary schools even. In Toronto there is one elementary school being used for upgrading, and with some success actually.

**Mr. Parrott:** You think we can say then that perhaps a policy might be evolved that a course must have an academic content of better than grade 13 before it would be sponsored within your ministry?

**Mr. L. M. Johnston:** Mr. Chairman, these are the things that we have asked the committee to look into. As I indicated at one of our previous sessions last week, in naming the committee it represents our ministry, the Ministry of Education, the Ministry of Community and Social Services and the youth secretariat. It has been asked to look at the possible overlap, the implications of cost, and come up with recommendations and hopefully guidelines to the respective ministries, at which time we will get together and if necessary we'll issue guidelines to the colleges, to the boards of education.

**Hon. Mr. McNie:** There are some guidelines now.

**Mr. L. M. Johnston:** That is correct. There was a set of guidelines issued some five or six years ago at the time that the colleges were first started. Those guidelines have stood the test until the last year or so. We are really taking a look at those and throwing in the information that we have in the light of the experience from that.

**Mr. Parrott:** Would it be possible for me to have those guidelines in writing?

**Mr. L. M. Johnston:** Yes.

**Mr. Parrott:** Could I have those?

**Mr. L. M. Johnston:** Yes.

**Mr. Parrott:** I would like to see them. I think, Mr. Johnston, you also said that some-

times in these interest courses you reduced the factor to change the amount of benefit to the community college. Last year it was six, and you are thinking in terms of reducing that to 0.5 instead of 0.6. Is this perhaps how you will come to a way of forcing one out of the business and the other in—to reduce the factor to where it is a non-viable operation for them?

**Mr. L. M. Johnston:** That might be a possibility, although at this point in time I'm not in a position to conjecture what the committee might recommend to us; but that could be a possibility.

**Mr. Parrott:** That is a possibility?

**Mr. L. M. Johnston:** Yes.

**Mr. Parrott:** Did you mention the other day, when you expected that committee to report? I missed it if you did.

**Mr. L. M. Johnston:** No, we didn't put a deadline on their meetings. But, I do know they are actively meeting now. I can't tell you exactly how many meetings. I think they have had at least three in the last few weeks.

**Mr. Parrott:** Where is that report going to go—to both ministers?

**Mr. L. M. Johnston:** It will go to the ministers of the appropriate ministries.

**Mr. Parrott:** May I ask the minister, through you, Mr. Chairman, would that not be a pretty ideal situation for the policy secretary to deal with?

**Hon. Mr. McNie:** That is where it will go, oh yes; because of the three ministries involved and they do overlap on very many of these programmes.

**Mr. Parrott:** I am very pleased to hear this, because I know in our area it is a concern. I think the figures would indicate that it should be of concern in more than just our area—and no doubt it is.

**Hon. Mr. McNie:** We would like to see something defined by this fall so that we don't go into another season of it; that is really what we are trying to avoid.

**Mr. Parrott:** I am more than happy to have that information and I will look forward to that. Thank you very much.

Item 2 agreed to.

**Mr. Chairman:** On item 3, transfer of apprentices and training in industry. Mr. Minister?

**Hon. Mr. McNie:** Yes, I have a few remarks I would like to make on that, sir, if I can find it here.

First of all, because of the present situation of a strong federal thrust in the short-term industrial training field—that is programmes under one year's duration—we have experienced in the current fiscal year a strong upsurge of interest in this programme.

During 1972-1973 we expect to process 9,000 graduates at a cost per graduate to the provincial government averaging \$95, with \$90 for shop training and \$5 for classroom training. In 1973-1974 we expect approximately 12,600 graduates in the coming fiscal year and this works out at 12,600 trainees at \$90, plus five per cent increased cost, or a total sum of \$1,190,700 in shop training.

In terms of classroom training it works out at \$5 times 1.05 as the factor—\$66,150, giving a total provincial cost of \$1,257,000.

In the federal-provincial procedure effective April 1, 1973, the cost of training in industry will be borne by the federal government. This does not mean that we will not need an Ontario budget since there are areas of need not provided for under a current federal cost-sharing agreement.

Ontario produces 43 per cent of the GNP and has 36 per cent of the Canadian population. It is noted here that the province receives 25 per cent of the federal budget for training in industry.

**Mr. Chairman:** Mrs. Campbell?

**Mrs. Campbell:** Mr. Chairman, I am afraid in this one I am going to have to just lead off with some questions.

I would like to know in this particular area what is done—and we covered the point somewhat generally before—about the courses themselves? Who takes responsibility for them in the setting up of the courses and what is done to ensure that we are covering off all of those industries which require such apprenticeship training?

**Hon. Mr. McNie:** If I may I would like to call on Mr. W. F. Davy who heads up our industrial training section. I tried hard to understand this field but the other night, Friday night, I was speaking at an apprenticeship banquet and twice I referred to them as mainwrights instead of millwrights.

**Mrs. Campbell:** You and me both.



Mr. W. F. Davy (Director, Industrial Training Branch): Mr. Chairman, I think there is a little bit of confusion here. Most of what the minister was referring to in the first instance was the training-in-industry programme, but I believe, Mrs. Campbell, that you were referring to the apprenticeship programme, which is a different programme.

Now if I could speak to the apprenticeship programme—

Mrs. Campbell: Please do.

Mr. Davy: We have some 34 different trades with training programmes and appropriate regulations for them, and we have custom-designed programmes for about 125 other trades.

The requirements are determined by industry and the apprentices are signed up by the province in a contract between the apprentice and the employer. About 85 to 90 per cent of their training is on-the-job training and the remaining 10 to 15 per cent is in-school training, usually given in three different intakes—a basic intake, in intermediate intake, and an advanced intake throughout their apprenticeship period.

Mrs. Campbell: What type of qualifications are there for apprenticeship training?

Mr. Davy: The requirements for entry into the apprenticeship programme vary. They vary from grade 8 in some trades through to grade 10 in others. I would say the majority of the trades call for an entrance standard of grade 10, or better.

Mrs. Campbell: Are there any physical requirements for this?

Mr. Davy: Yes, certain trades do have physical requirements. The iron workers are a case in point. Usually these are determined between the employer and the apprentice.

Mrs. Campbell: What type of physical requirements are they? Do they have to be so tall and so many pounds, or what?

Mr. Davy: In many cases it is a matter of being in good physical condition and being able to withstand the rigours of the trade.

Mrs. Campbell: I see. Have you ever graduated anyone from this programme?

Mr. Davy: Oh yes, we have.

Mrs. Campbell: What part of the industry takes them?

Mr. Davy: Well, we can go back to the hairdressers to start off with.

Mrs. Campbell: Oh I see, yes.

Mr. Davy: Cooks, bakers; we have had a graduate auto mechanic—female.

Mrs. Campbell: It is interesting, I wonder what she would do when she got through since so many of them have height restrictions for people who are working in the mechanical line.

Mr. Laughren: They are kept out of a number of programmes.

Mrs. Campbell: Yes, I would think so.

Mr. Davy: Height has never been a factor to my knowledge, Mrs. Campbell.

Mrs. Campbell: It is amazing to me because you may recall that we did have some problems at Ryerson. We were trying to arrange for some people only to wash cars at the TTC, but they couldn't get in unless they were a certain height and they were males. For some reason or another they were going to have to drive a bus around a block or do something and therefore couldn't be employed unless they were a certain height. I would certainly think it might apply to women too.

Mr. Davy: If it does, it has never come to my attention, Mrs. Campbell.

Mrs. Campbell: Perhaps it is something you didn't look for too closely.

Could I have some idea, apart from the hairdressing and the cooks and the bakers and whatever else, what other industries are we talking about? Ironmongers you have got—what else?

Mr. Davy: Ironworkers—we have plumbers, steamfitters, air-conditioning and refrigeration workers, electricians, cement masons, bricklayers, carpenters, automotive mechanics, heavy duty equipment mechanics, motorcycle mechanics.

Mr. Chairman: There were 125 of them, Mrs. Campbell.

Mrs. Campbell: Yes, I didn't want them all, I wasn't suggesting that, Mr. Chairman.

Mr. Davy: Lathers and plasterers—

Mrs. Campbell: I am sorry, I would think you would think we might be interested in the work of the department for which we are spending a considerable amount of public funds. I think I will pass on this one at this point.

**Mr. Chairman:** Mr. Laughren, do you have any questions?

**Mr. Laughren:** One major one, Mr. Chairman, and that is, what the ministry is doing to remedy the present problem for French-speaking applicants to write their academic upgrading tests in French or to take their training in French?

**Hon. Mr. McNie:** Do you want to speak to that, Mr. Davy?

**Mr. Davy:** Yes, Mr. Chairman, as far as the tests are concerned, we have most of our examinations now in the two languages, French and English. We have facilities at Algonquin to give some instruction in French but, of course, it's difficult at times to get a full class for this instruction.

We are making arrangements with the Province of Quebec to take apprentices, if necessary, who wish to take their in-school training in French if the facilities are not available here.

**Hon. Mr. McNie:** What trades would that be, for instance?

**Mr. Davy:** Well, any trades.

**Hon. Mr. McNie:** Any trade at all.

**Mr. Davy:** Any trades for which we have an interprovincial programme.

**Mr. Laughren:** Perhaps, Mr. Chairman, Mr. Davy could tell me why in the Sudbury area it occurred that a 48-year-old French Canadian, whose first language was French, and who failed an English test was told the French was not available. He was told that he would have to take grades 1 to 6 in academic upgrading in English and if he passed that, to take grades 7 and 8 academic upgrading in English. If he passed that, he would be admitted to a course in heavy equipment operation and would take that course God knows where, certainly not in the Sudbury area. What could have been done when that man applied? What did he do wrong that prevented him from having access to the facilities that you describe?

**Mr. L. M. Johnston:** Mr. Chairman, if I might comment on that one, that particular person, if I know the one you are referring to, was not involved in the short-term training in industry or the apprenticeship programme that Mr. Davy is talking about, for which he has responsibility.

That person was selected by Canada Manpower and referred to the college for test-

ing. The instructions or directions, whatever you want to call them, which were given to him afterward as to how much additional education or training he would need, were given to him by the Canada Manpower Centre, not by the college, not by our system.

**Mr. Laughren:** Surely though, Mr. Chairman, this ministry is not going to bail itself out with that argument in a programme that it supports financially, is it?

**Mr. L. M. Johnston:** No. That is a federal programme.

**Mr. Laughren:** You make the facilities available to them?

**Mr. L. M. Johnston:** We sell the training to the federal government and it pays us.

**Mr. Laughren:** They buy so many seats?

**Mr. L. M. Johnston:** That's right, and it pays for them 100 per cent.

**Mr. Laughren:** You mean you have no say whatsoever in those programmes?

**Mr. L. M. Johnston:** We have a say in that the colleges do the instructing. As I indicated when we were on that particular item, we do work with the federal government in arriving at how many seats it will purchase and where it will purchase them, in an overall way.

**Mr. Laughren:** I tell you, it is really remarkable when you talk to this ministry first and then go and talk to the Canada Manpower people as to whose responsibility it is to ensure that those programmes are offered in French. It is truly remarkable.

**Hon. Mr. McNie:** I gather in this instance—I inquired about this earlier when you wrote—that he was given the option of writing it in French. I wrote to you to that effect; he chose to write it in English. I think that in this particular instance we are dealing with two questions. One is to what extent he needed all these grades to be able to operate heavy equipment. That's one question.

The other is the question of our responsibility for helping him to upgrade himself and I can't quarrel that—

**Mr. Laughren:** The opposite of that.

**Hon. Mr. McNie:**—either we or the Ministry of Education had a responsibility for making resources available to upgrade him.

**Mr. Laughren:** I think it goes somewhat beyond that, too. It goes right into the whole

problem of having, in this particular instance, Cambrian, a bilingual institution. Until it becomes truly a bilingual institution these are the kind of things you are going to run into, whether it's with Canada Manpower or whether it's with post-secondary it doesn't matter.

**Hon. Mr. McNie:** This is the apprenticeship vote and my understanding is that in this area they have made large strides toward providing alternative testing because we are operating with a little more control.

**Mr. Laughren:** Is it not so that it is up to your ministry to request the Canada Manpower people that it be available in French and English?

**Hon. Mr. McNie:** I cannot answer that question. I would think that it obviously would depend on the numbers of people involved—

**Mr. Laughren:** You don't know?

**Hon. Mr. McNie:** —and the question of cost recovery, if you are dealing strictly with the Manpower programme, whether there is one or two or 200.

**Mr. Laughren:** I could accept your reassurances a little more easily this evening except that I went through this whole thing with Canada Manpower and I received the same thing from them.

**Hon. Mr. McNie:** Now what do you say?

**Mr. L. M. Johnston:** Mr. Chairman, the particular course to which they were referring the person at the present time is given in two locations, at Quetico and at Sheridan College.

**Mr. Laughren:** I didn't mean to get on to this one particular problem but, generally speaking, there is the whole problem of upgrading in two languages, and using the upgrading process as an obstacle to that man getting back into the work force.

**Mr. L. M. Johnston:** I think you will recall, Mr. Laughren, that in the previous item when we were talking about similar things, the minister or one of us indicated to you that we have written to Cambrian College and we have suggested the conditions or terms, whatever you want to call them, under which Cambrian might develop programmes in French.

That is being actively pursued at the present time. I recall the suggestions you made near the beginning of the debates on

the estimates. Our thinking is not very different from the suggestions you made at that time.

**Mr. Laughren:** You're a charming fellow!

**Mrs. Campbell:** You are getting what you want.

**Mr. Parrott:** Mr. Minister, one of the things that we discussed both in private and in caucus is the possibility of permanent apprentices. In other words, they will never become full-fledged licensed mechanics or whatever because of their inability to pass the requirements. These people are fulfilling a very useful role in society but they are limited to a very marked degree in their daily performance by the failure to have a piece of paper. When we insist on it we create a tremendous hardship for those poor individuals.

I'm sure you can think of dozens, as I can, who just can't pass the academic requirements. They can fix the car or whatever we are talking about but if they have to put it on paper, they don't even get past signing their name. One of the possibilities that existed was that they would be classified as permanent apprentices. Has this been given any consideration? I'd like to have some background of that.

**Hon. Mr. McNie:** Mr. Davy, I think, can speak to that very well.

**Mr. Davy:** Mr. Chairman, this is a problem we have been wrestling with for a long time. This is the first time I've heard of a solution whereby a lad becomes a permanent apprentice, but the select committee on manpower training in 1963 suggested graded certification as a way out.

**Mr. Parrott:** When was that?

**Mr. Davy:** In 1963, the Simonett committee. The provincial advisory committees which were set up to put the recommendations into force would not agree and could not agree that graded certification was the answer to the problem. That is one of the reasons we have never been able to find a solution to this particular problem.

It has been under consideration by the task force on industrial training which will be reporting in the next month or two. The task force has certainly taken this particular problem into consideration and I believe they will have some recommendations to make.

**Mr. Parrott:** I draw two answers. Next month's study is going to solve my problem,



my concerns—my previous one and this one. I guess it is a game of coming back next year, Mr. Chairman.

I hope it is very clearly on record that this is a grave concern of many people myself included, and, I know, of many other members in this room, and other members of our caucus, and I'm sure right across the province.

I hope, Mr. Davy, that this will be followed up. Mr. Minister, I am sure I don't have to elaborate on this point at all. It is a terrible thing for those individuals who just don't have that ability, that you and I and so many thousands take for granted. You can see it in so many walks of life, whether it is just applying for a driver's licence, or, for instance, if you can't sign more than your name and you have an accident—all of a sudden you have a traumatic experience in your life.

And I think this problem affects no more important an area than that of daily work. We are becoming more and more oriented toward a piece of paper, which in itself is useless. Yet I can't knock it. I have a couple of these pieces of paper back home, too. I am not knocking the system. But I have great empathy for those people who aren't able to get ahead in it.

**Hon. Mr. McNie:** Yes, and we need people who can fix cars today. Whether they can write grade 13 or grade 12 is really irrelevant.

**Mr. Parrott:** Right, and I—

**Hon. Mr. McNie:** I always recall my own personal experience of meeting a chap who was an electrician for one of the largest companies in this city. He went overseas, and while he was overseas was put in charge of almost all overseas RCAF electrical service operations.

When he came back the company asked him to go to university and take some advance studies. He spent four years at university and never got out of the second year. He just couldn't cope with theory. So he went back to the company and he is still heading up its electrical services without a degree. There are people who simply just have talent.

**Mr. Parrott:** The trouble is they don't have that opportunity very often.

**Hon. Mr. McNie:** No, that's right.

**Mr. Parrott:** I just know that you, Mr. Minister, have the same empathy that I have for this situation, as in so many more, and I'm sure it will rest in very capable hands.

**Hon. Mr. McNie:** We have had a number of representations made.

**Mr. Parrott:** I say that without fear of contradiction, Mr. Minister.

**Mr. Chairman:** Mr. Root.

**Mr. J. Root (Wellington-Dufferin):** Yes, on the same point, I have had people come to me, quite competent people, yet when they come to sit down and write an examination they freeze and fail it. But they can still take a motor apart, adjust it and put it together. Can we not have an oral examination for these people? Some way of testing them so we don't deprive them of the means of making a livelihood and deprive society of their abilities, because it seems they can't work in that garage if they can't write an examination. But, under a competent mechanic, they can still do the work, say, that a competent mechanic knows they can do.

**Hon. Mr. McNie:** I think Mr. Davy can speak to that.

**Mr. Davy:** Mr. Chairman, there is no doubt that we go through all kinds of pains to get these people qualified. It is not a black and white situation as you know, sir. We give them test after test. We give them special instruction in order to bring them up to the standard. And in most cases we do get them through eventually.

We have even gone so far after a number of examinations, if the employer insists that he has got a really good mechanic, that we will send one of our own mechanics out to do a practical test in order to get him qualified, if he has all of the requirements needed.

**Mr. Root:** He can get his licence even though he can't write the examination, but he can pass an oral examination. I had one garage in my riding where a young lad had worked for years. He said he could do the work. But the minute he sat down with a piece of paper in front of him to write on, he couldn't do it, so he couldn't get his licence. To comply with the legislation, he is not supposed to be a mechanic. But he is a mechanic. Probably a better mechanic than somebody who can write the examination.

**Mr. Davy:** If we err, Mr. Chairman, we err on the side of the individual. We get much criticism, of course, from those people who already hold their certificates and obtain them in the regular way. But we have accepted that criticism, and we have in many cases found other ways of testing individuals in order to get them qualified.

**Mr. Parrott:** But don't you have a limit to the amount of time a person can spend before he qualifies? After so long do you either have the qualification or can you no longer apply to that trade?

**Mr. Davy:** They try the examination twice. If they fail, then they are required to do some upgrading before they try the examination a third time. After that upgrading, if they still fail, we will continue to give them another chance if they do more upgrading.

**Mr. Parrott:** I will back off here because you are sometimes asking that human to do that which he is not capable of doing. And more upgrading and more examinations won't change the fact. It is a practical world to that particular person and theory isn't a part of it. What I was hoping for was that perhaps you could see the point that all of the upgrading in the world is just water off a duck's back to that particular, unfortunate individual. He is not stupid, by no stretch of the imagination. He is not stupid. It is a matter of communication.

I know that your regulations are there so you can help him. But I say you are frustrating him to some degree by continually sending him into an academic environment which is so foreign to him that it is useless. It is a frustration to him. I have sat in classes where I wasn't able to comprehend it and it is a very frustrating experience.

**Mr. Chairman:** Especially for the patient.

**Mr. Parrott:** Terrible. Even worse. He has suffered with it forever. To me there are some academic courses I snuck through—the ones I was required to take, Mr. Minister. But if I had to do calculus today, there comes a point where I would just forget it, I just can't make it. I don't consider myself necessarily that badly off, but in that area I am. And these fellows who experience this sense of failure at almost every written level, or even maybe oral level, are even worse off.

**Hon. Mr. McNie:** I think, too, that this gets back to the point that Mr. Laughren raised, and that is that sometimes we make the mistake of thinking that because a person is professedly bilingual that he necessarily understands everything he hears in English. I recall very well—whose side am I on here?

**Mrs. Campbell:** The side of the—

**Hon. Mr. McNie:** I recall very well one of our clients going up into Quebec to teach a service programme to mechanics. It took them

some time to comprehend that the people they were talking to weren't really comprehending. They could talk some English, but when it came to instructing them as to how to fix a vehicle, in the case of a tractor, or a combine, that these people really weren't comprehending. And this, I think, is part of the problem we are faced with here, not only in this field but in others.

**Mrs. Campbell:** Mr. Chairman, I'd like to add a word on this if I may. I am concerned about this too. I happened to have occasion to represent a young man who really had a mental block about reading and writing. He had been tested through our school system. He'd been through the school system. There was nothing wrong with him mentally, but for some reason it was a psychological block and he couldn't get through it. He, too, was able to do work on cars. In fact, he did work on cars and did a magnificent job for people. He simply couldn't read or write. It wasn't a language problem, that is, not a French-English problem. He couldn't do it.

I am wondering just how much real value there is for a person involved in this kind of work to have to be able to do any kind of written work? Or reading for that matter?

**Hon. Mr. McNie:** Is there that much written work involved in—

**Mr. Davy:** Mr. Chairman, there is no doubt about it. We have got to have standards, and standards are required in all of these trades, and particularly in the automotive trade, where technology is making such great advances these days. And if they can't keep in touch with the times they will fall behind and be a liability. One point we should make, I think, Mr. Chairman, is that these are a proud group of tradesmen. They are proud of their qualifications—just as proud as the professional people are of theirs. They don't like to see people who can't meet the standards squeezing in and getting the same kind of certificate that they hold. So here we are between two desires: one, to look after the needs of all these individuals, and the other, to keep up the standard that the vast majority of the tradesmen expect and demand.

**Hon. Mr. McNie:** Without taking anything away from that, Mr. Davy, I think of a farm neighbour of mine who was having trouble with hydraulics on his new tractor. He wanted to get the dealer to fix it—it was a brand new tractor. The dealer said, "It will be at least two or three weeks before I can get around to it. You fix it. You know as



much or more about it than I do." I am only offering that as an indication that there are some practical difficulties—

**Mrs. Campbell:** Mr. Chairman, when we are doing all these sophisticated studies about how people learn, surely it could be applied in this area. Maybe they could learn from things like photographs, rather than from the written word. That has validity for college students. We are spending the money to find out how adults learn. Surely this is an area that could be covered in the same way. I don't want to see us lowering standards, but I question whether it isn't a matter of training a person to learn some other way than by the written word. Have you thought of that?

**Mr. Davy:** Mr. Chairman, we have. As a matter of fact, we are carrying out many experimental programmes at the present time. One, which we refer to as the modular system of training, is showing very fine results. Here in this kind of programme we have broken the whole training function down into components of skills and knowledge. The person then can tackle each of the blocks that are manageable for any individual and can continue and proceed as far as his capabilities and desires will permit him. This would and could perhaps be introduced into new programmes later on, whereby we could apply the graded certification, if certification is the answer. As long as we have compulsory certification in the trade, of course, we have a problem to face.

**Mr. Chairman:** Mr. Drea.

**Mr. F. Drea** (Scarborough Centre): Mr. Minister, just to put it into perspective, what do we have? Seven designated trades that have compulsory certification?

**Mr. Davy:** No. We have 15.

**Mr. Drea:** Fifteen now? That includes barbering and hairdressing as two, eh? And the domestic and the rural and the industrial electrician, they count as one each? Are they not in the 15?

**Mr. Davy:** Yes. Two of them. Just the rural and domestic and the construction and maintenance.

**Mr. Drea:** Yes. All right. Seven—15. But then we offer how many apprenticeships in this province—124?

**Mr. Davy:** We have 34 regulated trades and about 125 non-regulated trades which are more of custom design.

**Mr. Drea:** Of which, in 15, the certificate is worth anything in terms of employment. You must have them. So it is not much of a problem in the other 109.

**Mr. Davy:** It is no problem at all in the others. No.

**Mr. Drea:** Then, if we have this much concern about the 15, what has always concerned me is why we aren't moving toward compulsory certification, or at least tradesmen's qualifications, in the other 109.

**Mr. Davy:** Why is that?

**Mr. Drea:** I bring this up every year. I am sure you know the answer to it by now.

**Mrs. Campbell:** You haven't had the answer yet?

**Mr. Davy:** The answer is very simple, Mr. Chairman: The reason we can't go into compulsory certification in the other trades is because we would not be able to enforce the legislation—

**Mr. Drea:** You mean with the exception—

**Mr. Davy:** —with our current manpower.

**Mr. Drea:** If I could just pursue that one moment. That kind of startles me. I guess with the exception of the plumber and the electrician, we really don't enforce that at all, do we? The municipality does something—don't they do the licensing act?

**Mr. Davy:** No, we do.

**Mr. Drea:** Why do you have to take an exam for the municipality if the provincial certificate is good?

**Mr. Davy:** You don't have to any longer. You used to.

**Mr. Drea:** For a master plumber, you don't have to?

**Mr. Davy:** Master plumber, yes.

**Mr. Drea:** Master electrician?

**Mr. Davy:** Not for the regular journeyman.

**Mr. Drea:** Oh, for the journeyman.

One of the other problems in the field of apprenticeship—I want to introduce some amendments this year; they won't pass, but there might be somebody interested—

**Mrs. Campbell:** Join the club.

**Mr. Drea:** Oh, you've got a long way to go to catch up to me.



**Mr. Chairman:** You join his club.

**Mr. Drea:** We don't have anything where we grant certificates, whether they are in the compulsory fields or just the volunteer certification. We have no means of removing those certificates, short of the person being proven to be very, very incompetent, do we? It is pretty difficult to remove a man's certificate isn't it? Or a woman's?

**Mr. Davy:** Yes, that's right. It is difficult.

**Mr. Drea:** In fact, have we ever removed anybody's?

**Mr. Davy:** Yes, we have.

**Mr. Drea:** In what field?

**Mr. Davy:** Electrical and plumbing.

**Mr. Drea:** In automobiles, have we ever removed a certification class A?

**Mr. Davy:** No, not to my knowledge.

**Mr. Drea:** Or in body work?

**Mr. Davy:** No, not to my knowledge.

**Mr. Drea:** As a matter of fact, one of the things that concerned me this year is that a person who has a class A automobile certificate, upon whom the public depends a great deal for its safety, can deliberately forge a mechanical fitness certificate. The ultimate penalty is \$50 in the courts each and every time. We cannot remove his certificate because he is not incompetent. He is competent by nature of the fact that he forged the certificate. If he knew the thing—

That is correct, isn't it?

**Mr. Davy:** Oh, yes, that's correct.

**Mrs. Campbell:** That is a test of competence if I ever heard one.

**Mr. Drea:** We have no procedure whatsoever when a person goes away, who is designated or qualified or certified, whatever the word is, under the Apprenticeship and Tradesman's Qualifications Act. Short of demonstrating that they are incompetent, we have no way of removing that certificate to protect the public, do we?

**Mr. Davy:** We don't want to. There is nothing in the regulations or the Act to remove the certificate for that reason. But there is something in the Transport Act to punish him for his misdemeanour, and he is punished. Our lawyers say that we should not punish him twice for the same offence.

**Mrs. Campbell:** Why not him? Other people are punished twice for the same offence. Lawyers are punished twice for the same offence daily.

**Mr. Drea:** I think I know what you are trying to say. I don't really think you meant what you said. I think I know the intent of what you are saying. But there is nothing. You have no authority to take away the certificate under your Act, do you?

**Mr. Davy:** Yes, we have authority to take away his certificate for incompetence.

**Mr. Drea:** Yes, but not for misbehaviour or fraud or a great number of other things which are just as serious, professionally. You are saying that these people are proud, happy tradesmen. They are proud of all their qualifications and they don't want their standards lowered. Yet there are any number of ways that a person with other standards can lose his certificate. When it comes to apprenticeship and tradesmen's qualifications, short of defrauding the province on the examination that you take to prove your competency, there is no way that you can ever lose your certificate.

**Mr. Laughren:** You know what I would call it? We don't need another College of Physicians and Surgeons.

**Mr. Davy:** We have the Criminal Code. If a person does all of these things that have been mentioned there are many ways in which he can be punished.

**Mr. Chairman:** Okay, well let's leave it—

**Mrs. Campbell:** You can't punish him twice. Under the Criminal Code you can punish him—

**Mr. Chairman:** Mr. Drea hasn't completed his questions.

**Mrs. Campbell:** Sorry.

**Mr. Drea:** That is all right. Mrs. Campbell has had a distinguished career on the bench. She has double-headed a number of charges.

**Hon. Mr. McNie:** Are you suggesting that the government or the ministry should be in a position to suspend the licence or take away a licence in the same way they can with a motor vehicle licence for instance?

**Mr. Drea:** Yes, whether the appropriate body is your ministry or another ministry I don't know.

**Hon. Mr. McNie:** It seems reasonable enough on the surface, but I can't think of any reasons why, in the instances you are talking about where there is fraud or—

**Mr. Drea:** It seems to me an electrician can deliberately defraud somebody by claiming that he has wired a new house and brought it up to certain standards which are required by the law, and has not done so and the person is absolutely defenceless. If they are like me, they don't know whether there are two wires in there, three or four—they won't know until something blows up.

In the field of plumbing it is the same thing. It is not as dangerous, perhaps, as electricity. Motor vehicles are particularly dangerous. In electricity, Ontario Hydro or the local Hydro is more or less bound to do the inspections on wiring, but in the field of automobile mechanics your only safety is that class A certificate on the wall.

**Hon. Mr. McNie:** But if you can prove that, and certainly this would have to finally end up in a court of law, then you are involved in the criminal field, are you not?

**Mr. Drea:** I am not a lawyer, Mr. Minister. Perhaps Mrs. Campbell could help me out, but I don't think that forging a mechanical fitness certificate is a criminal offence. I don't think it is an indictable offence under the Criminal Code. I think it is just an offence under our Highway Traffic Act, the same as speeding or something like that. I think the only reason for that is that you don't have compulsory mechanical fitness certificates across Canada. It may come to be sometime.

**Hon. Mr. McNie:** Yes, I suppose one of the distinctions between taking the licence away in this instance, is that the motor vehicles people are not necessarily taking the licence away, they are taking it and endangering the livelihood—

**Mr. Drea:** Oh, they do.

**Hon. Mr. McNie:** They are more reluctant to take a licence away when there a livelihood involved.

**Mr. Drea:** Mr. Minister, I suggest to you that despite all the controversy there is now on impaired driving convictions—I will leave that for the moment—in this province we are absolutely ruthless when you go over 12 points. When you hit that 13th or 14th point they don't care who you are driving for or how much your family depends on you, you are gone for 30 days.

They are very sympathetic about it. They suggest maybe if you come down a day or two early they can start it a day or two earlier on the weekend, which will get you out in maybe 28 working days, but there is no compassion shown in that building over in the Macdonald Block. But I leave it with you. I have obviously interested you in it. That's more than I have done in the past.

**Hon. Mr. McNie:** I am interested.

**Mr. Drea:** No, I didn't mean it that way. You weren't here last year and I have never discussed it with you before.

**Hon. Mr. McNie:** Consumer and Commercial Relations is an area where we have had some good views on the subject. Public safety is what we were talking about and accountability. It opens up a very large spectrum.

**Mr. Drea:** It seems ludicrous to tell somebody they have to take prescribed courses and so gain much experience for a certain period of time and then they must pass their examination and the justification for that is not to make work or to get a higher salary. The ultimate justification is that they are in a position where the public must rely upon them and therefore they must be well trained. Then when they go awry we say to the public, "Well, they are competent. It is just that you have to find them when they are not in a crooked mood." This is really the thrust of it.

**Hon. Mr. McNie:** The problem here is that a much larger problem develops, and that is the question as to how do you remove people from a great many offices where they may be doing a great deal of harm, and not to mention other fields, but people can be doing harm for a great many years.

**Mr. Drea:** Oh, yes.

**Hon. Mr. McNie:** I leave it to your imagination.

**Mr. Drea:** If I could come back to one other thing. What concerns me about the compulsory certification is that the answer is the same every year. Granted, I can understand it from the administrative viewpoint—"Where are we going to get the staff to police it?" and "It is a lot of work" and so forth.

I could understand that attitude very well when that particular jurisdiction was under the Ministry of Labour, but the whole thrust of removing apprenticeship and trade training from the Ministry of Labour into the Min-



istry of Colleges and Universities was that this is no longer something that is outside the mainstream of education in this province. It is no longer something you do after you drop out of school.

Theoretically, and I think practically, it is part of an integrated system of education. It seems to me that the cost of administering a programme or the problem of enforcing it has never been a deterrent in this province in the establishment of public primary schools and then later on to secondary schools, including the fact that parents had to send their children there.

I rather suspect around the turn of the century, or a little bit before it, this was a big enforcement problem for local boards, ferreting out the people back in the bush who wanted their kids to be at work, and it may still be. I am prepared to admit that in certain areas of this province and in this country it may very well be.

**Mrs. Campbell:** It is. It still is.

**Mr. Drea:** Then again we went into apprenticeship, the government did after the first war, and again I can see that there would be a great deal of difficulty. We virtually left it up to the trade unions in the construction field to enforce apprenticeship, because again we didn't really have the staff.

Then after the second war we got into industrial apprenticeships in the formal scale and again we almost left it up to the trade unions and the managements to enforce because we didn't have the staff.

But now, Mr. Minister, I think we are into the field of education and it seems to me that the reason for not going into more mandatory and formal training programmes, if they are needed, should be that it is not justified on the grounds of education, not on the more mundane grounds of administration, because in terms of education, as I say again, I don't think the administration or difficulty or costs, in all fairness, has ever been a major deterrent.

It has slowed us for a while, but we certainly recognize the need, which leads me up to the point that we have large numbers of young people now who no longer believe in some of the myths that their parents dispensed to them, namely, that a university education, a BA or an MA, is a ticket to economic security. A great many of them find academic work, intense academic work such as required in university, not to their liking and not to their talent. They want to go into practical applications.

Yet I personally think that we are lagging a bit in giving them this, because if they want to go into a designated trade and by that I mean where their certificate at the end is required for a job, unless they choose to go into barbering or hairdressing, more basically to construction trades or automobile mechanics, the care and the training and the sacrifice they have put into it is really not—I don't like to use the word worthwhile—but not as worthwhile as it could be.

While they take a three- or four- or five-year course and they put their brains and their talent to work and they sacrifice, because as an apprentice they don't make all the money in the world, at the end of the time they come out and they go out into the job market, and since there is no compulsory certification the apprentice who dropped out after a year and got married and loitered around the back of a shop and has made pretty good money, goes around and he gets exactly the same kind of job as they do, because there is no mandatory upgrading. There is no mandatory certification. There is nothing. One person is as good as another as long as they don't make a mistake.

I think it is asking a little bit too much of human nature to say, "Well, it is in the best interests of yourself and the community and you will be better off in years to come to go through all of this," when at the end there is no deterrent to those who have deliberately taken the shortcut. In fact, there may be an advantage to them, because if they can become technically obsolescent faster than the person we have trained, Canada Manpower and ourselves will retrain them at the taxpayers' expense and put them out there in a very short period of time again, as a retrained technician.

I think that this raises a question in young people's minds—they say, "If I'm going into this then I have to sweat five years. The plumber, when he comes out at the end of his five years or whatever the course is, has got his ticket. Okay. If I drop out halfway through I guess I can be a plumber's helper but I can't be on the first team and get the good money until I complete my course."

But, in virtually every other field, you might as well go long enough to see what books are required and become a helper in a factory or on the job, and at the end of the time think that you've worked hard long enough and so forth that you may get the big money. I think that in terms of education these are valid considerations rather than a cross for us as a province to handle the administration and the enforcement.



**Hon. Mr. McNie:** Is there a re-examination of the student during employment?

**Mr. Davy:** No, Mr. Chairman, we do not re-examine the tradesmen.

**Hon. Mr. McNie:** Do you have any other comments?

**Mr. Davy:** I could add, Mr. Chairman, that all of these matters to which the member has referred have been considered by the task force mentioned earlier. The recommendations which will be coming forward will differ quite considerably, I think, from the suggestions that Mr. Drea has made. But we will have them to consider very shortly.

**Mr. Drea:** Will they differ very much from the 1963 recommendations?

**Mr. Davy:** Yes, Mr. Chairman, I'm sure they will.

**Mrs. Campbell:** Mr. Chairman, could I just ask one question that comes out of all this? It was stated earlier that it was important that these people in the apprenticeship courses be able to read and write to keep up with advanced technology. But there is no assurance that they do if you don't have any kind of look at them again. I don't understand the logic of that statement.

You presume that because they can read and write enough to get through their course, therefore they will read and write enough to keep up with advanced technological improvement and so on. But actually there is no assurance that they will. What's this all about?

**Mr. Davy:** Mr. Chairman, there is no assurance but we assume that they will. Just as the professions keep pace with the times, we expect the professionals to keep pace with the times without having to go through re-testing.

**Mrs. Campbell:** The professionals usually have refresher courses. I don't know about all of the professions; I really am only aware of my own present profession. It's really an interesting thing to me, to use the argument that you need the written form for that purpose but there is no way of assuring that that purpose is being met.

I can't say anything more about it. I just think it's illogical and I'm sorry to hear a gentleman is illogical.

**Mr. Drea:** May I ask one more question, Mr. Chairman? Mr. Minister, have we ever considered in the light of changing times,

immigration and migration particularly from parts of the country where the education system is nowhere near ours—

**Hon. Mr. McNie:** You mean from province to province?

**Mr. Drea:** Yes, migration within Canada—yes, it would have to be within Canada; immigration from the outside means a language difficulty. Have we ever considered, in the light of certain of our standards for apprenticeship and certain of the standards that we are forced into by our participation in federal-provincial retraining programmes, having a mature students' examination for people who do not qualify in terms of the particular grade they have in school, particularly if they are over the age limit, this type of thing. Have we ever considered doing that?

**Hon. Mr. McNie:** I would think a large part depends on the trade. Perhaps you might want to speak to that, Mr. Davy?

**Mr. Davy:** Yes, Mr. Chairman, in effect we do. All of those people coming into the province, migrants and immigrants, who have had experience in a trade are permitted to write the certificate of qualification examination regardless of educational background. If they wish to enter an apprenticeship programme, of course, we do have a problem because we have our entrance standards.

**Mr. Drea:** What are the entrance standards? They are generally grade 10, are they not?

**Mr. Davy:** Grade 8 to grade 10, depending on the trade.

**Mr. Drea:** Have we considered a type of mature students' examination? The universities have them now; you don't have to finish high school if you are a mature student by definition. You can write an examination and have an interview and then commence your course and so on and so forth. Ever thought of doing that in the apprenticeship field?

**Mr. Davy:** Yes, we've considered many of these possibilities. As I mentioned earlier the modularization of training programmes is a step in this direction.

**Mr. Drea:** Yes, but I'm not so much interested in a person passing it, I'm concerned about the person breaking down the doors to get in.

**Mr. Davy:** That's what I am referring to.

Mr. Drea: Okay.

Mr. Chairman: Shall item 3 carry? I'm sorry, Mr. Root.

Mr. Root: Just one question, getting back to the question I raised before. Mr. Drea has mentioned people coming from another province. They probably have a different education standard or perhaps come from another country which leads to a language problem, and you ask them to write this examination. The point that I raised before was whether there is no way you could have an oral examination for a person who probably has the ability but can't write it down in English?

I know of people with mechanical ability in my own area, who just can't write the examination. They tried; they failed; they would freeze when they get that paper in front of them and yet they were good mechanics. I know in depression days when I had no money I learned how to set bearings, put rings on pistons, set tappets and do all that kind of thing but I've no paper to show I know anything. It was illegal but on the farm you had to do it.

An hon. member: Shame!

Mr. Root: I have a brother who knows how to run an electric welder. He repairs the machinery because he can't get a mechanic; he has no papers, but he can do it. There are many people in the rural parts of Ontario who have lots of ability but they haven't got a certificate to show they could do anything and they probably couldn't sit down and write it.

If you gave them an oral examination they could probably explain what they are doing just as well as a person who is faced with a written examination. On the particular point that Mr. Drea has raised, there are people who may have a language problem. How do they convey on paper what they really know?

I hope that somewhere in your programme as you develop it—maybe you haven't got it now and maybe you have—you would think of the person who apparently has been highly recommended but who can't answer a written examination. You might have somebody who would give him an oral examination and find out if he really knows the business; if he does, give him a certificate so he can earn what his qualifications should let him earn.

Talking about written examinations, this isn't really on industry, but I had a secretary in a very high position right in this building. I dictated letters to her and I was going to the United States so I said, "Just sign my name and send it on." I had an invitation to

a fowl supper and she thanked them for the invitation to the "fowl" supper. A fowl supper, sure; she didn't know how to spell fowl.

Mr. I. Deans (Wentworth): I have had some fowl suppers in here.

Mr. Root: She knew what I meant but she didn't know how to put it down on paper.

An hon. member: Don't bring food up when Mr. Deans is in here.

Mr. Root: Okay, we'll get back to industry. The point I'm trying to make is that there are people who have difficulty in writing an examination which will qualify them but they have the ability. Somewhere in your organization as you develop it—we're in a process of evolution—perhaps you could have someone give them an oral examination to find out if they really have ability. They shouldn't be deprived of their living.

Mr. Chairman: Mr. Reid?

Mr. T. P. Reid (Rainy River): Am I on already? Fast service.

Mr. Deans: As long as you have something to say.

Mr. Reid: No problem there. Mr. Minister, I have had correspondence with you and so far you haven't had a chance to answer my letter in regard to the apprenticeship programme in northwestern Ontario.

Probably with your estimates going on it may not have reached your desk if these little missives ever do. You probably thought it was from a backbencher and threw it in the wastebasket, so I thought I had better come down here and make sure that you heard about it.

Under the present situation you have one man operating out of an office in Kenora on your apprenticeship programme. He has to cover the area west of Thunder Bay which includes Atikokan, which just happens to be in my riding, Ignace, Dryden, Kenora itself, Fort Frances, Rainy River, Sioux Lookout, Red Lake and so on. This is an area, Mr. Minister, of somewhere I would say conservatively—if I may use that term—

Mrs. Campbell: Loosely.

Mr. Reid: Yes, loosely, of around 200,000 square miles. And it includes probably 15 or 18 communities in which he will have apprentices to look after. Now I have no idea how many people he has under the apprenticeship programme, but I would point out

to you that it is impossible—the travelling itself is impossible—for him to spend more than a few minutes, if that, with a lot of the people under the apprenticeship programme.

If I may point out to you, Mr. Minister, he doesn't even have a secretary or anyone to answer his phone for him when he is not in his office.

**Hon. Mr. McNie:** Worse than being an MLA isn't it?

**Mrs. Campbell:** Almost as bad.

**Mr. Reid:** Don't get me wrong, he wasn't complaining to me. I tried to phone him on a number of occasions and I said: "You are almost as badly off as I am." And he said: "Yes, and my salary is worse, too."

But I put to you in that letter, Mr. Minister, that surely you and your department must feel that this is inadequate to service the people who are under this apprenticeship programme. I would hope that you would give consideration to getting another person, at least one more, possibly two, to cover this huge area of our province. I would like to suggest that we would be happy to find an office for them in Atikokan or Fort Frances or somewhere in my riding. We would be more than happy to.

But I would think that surely your staff would realize that it is a physical impossibility for one man to cover an area this vast and that more people should be appointed.

**Hon. Mr. McNie:** I did get your letter, Mr. Reid, and I did pass it along to Mr. Davy. Maybe he can respond right now.

**Mr. Reid:** Is the buck stopping at Mr. Davy tonight?

**Hon. Mr. McNie:** That is right.

**Mr. Davy:** We have got a very good man out there as you know, Mr. Reid. Mr. Renard is doing a wonderful job.

**Mr. Reid:** I agree with that.

**Mr. Davy:** And incidentally he does have an answering service.

**Mr. Reid:** I know that too, but it is just lovely when you phone up on urgent government business and it says at the third beep to please burp or whatever you are supposed to do. It is not that sort of friendly civil service "What do you want?" That human contact element isn't there.

**Mr. Davy:** I would be very pleased if the minister could find some additional people for me.

**Mr. Reid:** You are going to do better than that surely, Mr. Davy? You have recommended, I gather, to the minister that at least one more person, and probably two, should be appointed to cover the huge area of northwestern Ontario. You have recommended that to the minister.

**Mrs. Campbell:** He will tell you when a report comes out.

**Mr. Reid:** I got a nod. I am not sure whether that was a yes, no, or "For God's sake don't get me into trouble."

**Hon. Mr. McNie:** I think you have made your point very well.

**Mr. Reid:** I am not after making points. I am after two people to service the people in my riding and the rest of northwestern Ontario. Could I have a commitment from the minister that we will get these kind of people?

**Mr. Laughren:** Oh, for a week and a half we tried to get one—

**Mrs. Campbell:** Who is writing this report, Mr. Chairman?

**Mr. Reid:** Perhaps the minister could indicate if there is a possibility or a chance or—

**Hon. Mr. McNie:** I would say it has got a pretty high priority. How is that?

**Mr. Reid:** That is almost as bad as saying no, but that is probably the best I will get out of you.

**Mr. Chairman:** Mr. Deans?

**Mr. Deans:** Thank you, Mr. Chairman. I don't want to talk about the very broad area of apprenticeship other than to ask the minister how many people are currently enrolled in apprenticeship programmes? I am not sure if that has been answered already.

**Mr. Chairman:** It was in the minister's introductory remarks but maybe he can repeat them for the benefit—

**Mr. Deans:** Yes, thank you, we can't all have the benefit of hearing those.

**Hon. Mr. McNie:** You can expect approximately 12,600 graduates in the coming fiscal year.

**Mr. Deans:** About 12,600?

**Hon. Mr. McNie:** No, sorry. That's training in industry.



**Mr. Davy:** Mr. Minister, we have 20,423 apprentices enrolled at the moment.

**Mr. Deans:** About 20,423?

**Mr. Laughren:** Is that a higher or lower attrition rate than the colleges?

**Mr. Davy:** Much lower, Mr. Chairman. Our attrition rate, our drop-out rate is in the neighbourhood of 25 to 30 per cent over the apprenticeship period.

**Mr. Deans:** I want to ask you something in regard to your apprenticeship training programmes. I want, first of all, to set the stage for it by telling you I don't consider apprenticeships to be only for those who are young. While we have always sort of tended to think of the apprenticeship programme for people who are at the younger end of the age scale, in fact apprenticeships needn't be in that area. Nor do I consider apprenticeships in the very narrow sense of training for five or six years for a particular job and after you get the training you find the job has become redundant in the meantime.

I want to ask you whether you have ever considered setting up an apprenticeship programme for people with learning disabilities, an apprenticeship programme for people with physical disabilities, or an apprenticeship programme for people who have suffered from industrial or other kinds of accidents and who are not able, by virtue of their physical or mental capacity, to make it in the job market?

I am particularly thinking about the significant percentage of the population which is just frankly unable to hack it alone. They can't get past the guy at the front desk in order to try to get a job so they can become part of the apprenticeship programme. Has the government ever considered making an analysis of the kinds of job opportunities that there are in the Province of Ontario for people who may have only one leg, might not be quite as bright as everybody else, or suffer from epilepsy or have some other kind of disability that from time to time is inhibiting, but isn't necessarily inhibiting to the point of confining them to a wheelchair or to their house? Or even if they are confined to a wheelchair I suppose they could even in that stage find something to do.

Has the ministry, through the colleges and universities, and I can think of no better place to have done this, embarked on a programme of trying to analyse the kinds of jobs that there are in society and trying to design programmes, within the apprenticeship

area, which would enable those kinds of people to get into society and to live a more meaningful life?

**Hon. Mr. McNie:** I don't know, to what per cent—

**Mr. Deans:** Have you ever thought about it?

**Hon. Mr. McNie:** No, but I am just wondering whether it fits into the conventional apprenticeship programme. That is really the question in my mind, not the merit of the uptraining or the training that you are talking about. Do you wish to talk to that, Mr. Davy?

**Mr. Davy:** Yes, Mr. Chairman, we do work with the social and family welfare groups in this matter of preparing training programmes for the disadvantaged. We work with the school of the deaf, we work with the CNIB for people with sight disabilities and in our watchmaking programmes I would say—

**Mr. Deans:** Did you say watchmaking?

**Mr. Davy:** Watch repairing, perhaps I should say, rather than watchmaking, watch repairing programmes. There are many disabled people involved or crippled people involved in this programme.

**Mr. Deans:** Could I stop you for a second? I want to suggest to you that with the advent of the Timex watch to continue a watch repairing programme that was intended for the purpose of providing any number of meaningful jobs is maybe just a wee bit behind the times.

**Hon. Mr. McNie:** What did you have in mind particularly?

**Mr. Deans:** I'll tell you what I have in mind. In almost every plant that I can think of and in almost all reasonably large—

**Hon. Mr. McNie:** Just a second, does this fit into "apprenticeship programme" or "manpower training"?

**Mr. Deans:** It fits into apprenticeship because it may be necessary to actually train the people right from the educational point of view to enable them to work in the plant and to produce a particular product or to become a part of a regularly recognized skilled trade line.

Let me give you examples. A person who had physical disabilities would have extreme difficulty in being hired within a plant

over and against someone who was physically sound, unless the government devises a programme which will encourage those kinds of people to be hired.

**Hon. Mr. McNie:** It seems to me, Mr. Deans, this would come in under the rehabilitation programme of the Ministry of Community and Social Services essentially. I mean for instance—

**Mr. Deans:** Oh no. No!

**Hon. Mr. McNie:** You obviously have different kinds of people in mind. But there are all kinds of rehabilitation programmes that deal with people who have handicaps of one kind or another.

**Mr. Deans:** What kind, for example?

**Hon. Mr. McNie:** What kind of handicaps?

**Mr. Deans:** No, what kind of rehabilitation programme? I'm not talking about rehabilitation, by the way; I'm talking about basic habilitation. They've never been habilitated, if that's the word. It is not a matter of rehabilitating them. They have never had anything else.

**Hon. Mr. McNie:** It all depends on the kind of disability you are talking about, obviously.

**Mr. Deans:** I am talking about—let me go back again.

**Hon. Mr. McNie:** There are programmes in Hamilton that you are well aware of—up on the mountain and at Amity and in other areas—where people are being up-graded and have gone on from there to take jobs in industry.

**Mr. Deans:** That's not what I am after. I am trying to put those people on a footing reasonably similar to the footing that the rest of society is on. I am not trying to devise special sheltered workshops; I understand that those things are required for certain kinds of people. I am talking about taking a person who has—

**Hon. Mr. McNie:** Give me an example of the kind of disability you are talking about.

**Mr. Deans:** Okay.

**Hon. Mr. McNie:** If you have got something on your mind—

**Mr. Deans:** Yes, I have a number of things in my mind.

**Hon. Mr. McNie:** Give us one.

**Mr. Deans:** People who come to mind are perhaps those who have suffered from the effects of thalidomide. Okay? There is one group of people who will require special kinds of provision for training purposes in order that they can become active in the work force like everyone else. All right? Another group of people would be those people who are born without one limb, or the special kinds of programmes that they require in order that they have the same opportunity to get into the work force as everyone else.

**Hon. Mr. McNie:** Right.

**Mr. Deans:** Now, what I am asking you, first of all, is that the ministry should have an assessment made of the kinds of jobs that there are in fact available in the various manufacturing and service industries. Then they should try to determine, in consultation with the employers, how many people it would be reasonable for them to include in their complement of people who are simply not as advantaged as everybody else, and then devise programmes of training so that those people can become involved, so that they can then take the jobs in society. It isn't there right now.

**Mr. L. M. Johnston:** Mr. Chairman, there is a standing committee—I believe it is the rehabilitation branch of the Ministry of Community and Social Services—which meets regularly. Our ministry has representation on that committee, and that committee comes to grips with many of the things that you are raising, Mr. Deans. They take individual cases, not generalities; they take individual cases and they review the particular case, and decide what type of work that person might be able to perform and where they might do it. And then they decide what type of training or upgrading the person would need to do that.

Then those people are placed in various types of institutions and schools. Some are sent to high schools; some go to the colleges; some go to industry; some go to university—this type of thing. That has been going on for some time. As I say, our ministry does have representation on that committee.

**Mr. Deans:** When you say the ministry has representation, what are you really saying?

**Mr. L. M. Johnston:** We have a person. We have one.

**Mr. Deans:** On this committee?



**Mr. L. M. Johnston:** We have one person on that committee. Yes.

**Mr. Deans:** How many people in that category do you envisage coming into the regular apprenticeship and training programmes?

**Mr. L. M. Johnston:** I can't give you a figure offhand, Mr. Deans, but there are a considerable number. As I recall, when I was on the committee some eight or 10 years ago, and meeting once a week, we would deal with perhaps three to five cases a week.

**Mr. Deans:** I'm right in saying, I'm sure, that industry will not of its own volition hire those people—it is just that simple—other than a very enlightened industry. If they have a choice between someone who is physically and mentally well and someone who is perhaps somehow disabled, they are going to hire the person who is well. There are enough people around who are well that they don't have to worry about it.

Unless there is a definite programme, and a definite urgency by the government to involve the industry in this kind of programme that will bring people in, then you are just not going to get them there. They will never come to you. There is no place for them.

**Mr. L. M. Johnston:** Mr. Chairman, part of the programme that I am describing is the followup and the placement of the individual

**Mr. Deans:** It is hard, because the programme through Community and Social Services is not unlike the programme through the Workmen's Compensation. I have seen how that works; and I have seen how it doesn't work, too. The only thing that people are told is to go to Manpower and "Manpower will try to help you."

Manpower has done a pretty good job recently of keeping people in school. They have taken people who had no job and they have taken them back to Mohawk College in the Hamilton area, and down in the Saltfleet campus. They have put them back in school. They have paid them \$80, \$90 or \$100 a week, and that has kept them off the unemployment rolls.

The unfortunate part of the whole thing is that it hasn't really done anything for the kinds of people who couldn't get on the employment rolls in the first place. They end up receiving \$110 or \$120 or \$130 from Community and Social Services to keep them for the entire month. There is no hope of them ever being able to work, because there is no impetus or incentive from the govern-

ment to try and encourage industry to involve those people—and that requires making a place for them in the training programme.

It requires something rather special—not just taking part in another programme, but something really special—a special effort to talk to industry about its obligation to society. Industry should reflect in the people that it hires a fair cross section of the way society is made up. And it should have pretty bright people there, but it also should have some of the other people in society, too, who have disadvantages.

**Hon. Mr. McNie:** In all fairness, a good many of them do, and have a good cross section. I think your point is well taken. I think the best way is to take a look at it in concert with our friends at the Ministry of Community and Social Services and see just where we are doing a job and where we are falling down—to see if we are missing opportunities to serve these kinds of people.

The next stage is finding the job opportunities, the employment niches for them. I think that that is something we may well have to work at very hard. I am conscious of the fact that even in visiting the community colleges there are a great number of people who I think would fall into the categories you are mentioning.

**Mr. Deans:** Oh, there are. There probably are. You have too many programmes. There are too many agencies, and each one sort of working on its own. This is something that requires one agency to take a grip on it, and say, "Okay, we are going to make this work."

But as long as you can shunt them off into some other category, or as long as you can give them to some other government agency—I'm not saying that's what you do, but that is what happens to them.

These people end up becoming more and more frustrated. They become recluses after a while. They try to live on the lousy meagre allowance they get from the Community and Social Services, and they simply end up being extremely bitter. I don't blame them a bit. I really don't blame them.

I'll tell you what I'm thinking about now. I know a blind man, and he worked for the CNIB. Okay, he was employed through the catering operation of the CNIB. But they didn't have the facilities to understand that behind his blindness were other rather serious emotional problems, and his whole family was involved in them. He had some physical disabilities, too.



What he needed was an agency that looks after people like that; who could take him, sit down with him, try to understand all of the background to his problem and help him. As it now happens he sits idle at home because of a series of misunderstandings and problems in his family. He can't get retraining, because who will take a blind man, I ask you?

Who do you know who will take a blind man and hire him? There aren't very many blind vendors, you know, like the one we have here. And every time there is you'll find the place gradually phases it out, as the Steel Co. of Canada did. They used to have blind vendors who looked after the vending of foodstuffs in the plant, but the CNIB moved from the blind to something called Caterplan Services and Caterplan is not a totally blind service. So you ended up with people who used to be working, who were blind, who were earning a decent wage and lost their jobs, and people who are partially sighted, who could have been doing other kinds of work, are now working.

It became a profit-motivated kind of thing instead of being motivated toward helping those people, and that should all be part of one ministry's responsibility. I choose you because you are the one who is sitting there and because you have apprenticeship and training programmes within your jurisdiction.

I could have spoken to the Minister of Labour (Mr. Guindon) or the Minister of Community and Social Services (Mr. Brunelle) using the same speech, but the fact is that it is within your jurisdiction in that the training can be done in the community colleges, right in the community colleges. That's where the training can be done and you also have within the community colleges and the universities the expertise to make the kind of analysis of the job opportunities and employment chances.

You could put those two things together within one ministry quite comfortably and come up with programmes that would be aimed primarily at guaranteeing opportunities for people who are in fact disadvantaged, whether physically or mentally. That's all I'm asking, that you undertake to be the ministry that is going to press it.

**Hon. Mr. McNie:** We'll undertake to look at this.

**Mr. Deans:** You will undertake to be the ministry that presses it?

**Hon. Mr. McNie:** Without pursuing it, there are a lot of these areas which are

already being developed unbeknown to a great many.

**Mr. Deans:** Particularly to those who need it.

**Hon. Mr. McNie:** For instance, in Trent they have a very strong programme in support of blind. They have been doing it. They have developed an innovative programme with the use of cassettes and what not that makes it possible for blind people to get an education. I think this area is one that we can well look at, too, in the same context.

**Mr. Chairman:** Shall item 3 carry? Mr. Smith.

**Mr. R. S. Smith (Nipissing):** I have a few comments in mind, very short comments. As I understand it, the community colleges operate training programmes in co-operation with industry. I'm ignorant of where their money comes from, but is it under this vote that that type of programme is funded?

**Hon. Mr. McNie:** Looks like you missed the boat. That was in the last vote.

**Mr. R. S. Smith:** It says here training in industry.

**Hon. Mr. McNie:** We are on apprenticeships now.

**Mr. Chairman:** And training in industry.

**Mr. R. S. Smith:** What does training in industry mean?

**Hon. Mr. McNie:** I will let Mr. Johnston speak to this one.

**Mr. L. M. Johnston:** This refers to the short-term training in industry programme that is carried on by the industrial training branch of the ministry.

**Mr. R. S. Smith:** I see. It is not done in co-operation with the community college?

**Mr. L. M. Johnston:** No. That is correct.

**Hon. Mr. McNie:** He will be glad to discuss it with you, I'm sure, if you want some information.

**Mr. Chairman:** Shall item 3 carry?

Item 3 carried.

Item 4, schools for registered nursing assistants. The minister.

**Hon. Mr. McNie:** The present situation is that there are six training centres presently

conducted under the auspices of the applied arts and technology branch and administered centrally by an officer in charge. That is Mrs. Pulsford, who has joined us at the front here.

**Mr. Chairman:** Mrs. Campbell.

**Mrs. Campbell:** Thank you very much. Welcome aboard.

**Hon. Mr. McNie:** At present the costs of each school are billed on a quarterly basis to the hospital to which it is affiliated. The moneys received from the hospitals are credited to this ministry's revenue account. Each training centre conducts approved courses within the legislative framework of the Nurses Act, 1961-1962. Multiple classes are conducted on a continuous basis and contribute the largest percentage of the annual provincial total of new graduates relative to any other sponsor.

For instance, the provincial total of new graduates relative to any other sponsor—42 per cent in 1972. Schools are located in Hamilton, Thunder Bay, London, Sudbury and Toronto, both day and evening classes. In 1972, 22 classes were enrolled with an intake of 1,090 students and 21 classes completed with a total of 842 graduates.

Although it is anticipated that the RNA schools will move into the colleges on Sept. 1, 1974, the full year's budget has been included in the estimates. When the move takes place an adjustment will be required, which will mean a decrease in this item and an increase in grants to colleges.

**Mr. Chairman:** Mrs. Campbell?

**Mrs. Campbell:** Mr. Chairman, on this particular vote I'm interested, first of all, in the fact that this programme seems to be put over until 1974, whereas the programme for the nursing students has been pushed forward so quickly. I am concerned about the content of this course, because there seems to be a great deal of confusion in the minds of others taking other courses as to just how this course would differ from the certified practitioner nurses' course. I would like clarification, first on that, and how they vary.

I'm still concerned about the 3,000 practical nurses, or whoever they are, who are thrown out of work. I don't seem to know where they stand with reference to this particular vote.

I know that I was informed by a member of staff that they do not meet the standards of the registered nursing assistants. I would like some clarification as to wherein they fall

short and how they could qualify to get into this stream, to what grade, if that's what they need, in order that they might have the opportunity to use such skills as they've learned in the private vocational school. This is basic to my concern at this moment.

**Hon. Mr. McNie:** I think Mr. Johnston and Mrs. Pulsford can answer. I'd like to hear their responses myself.

**Mr. L. M. Johnston:** Mr. Chairman, I might comment on the first part and then perhaps ask Mrs. Pulsford to comment on the second. Your question was why the RNA schools are being operated directly until 1974. As you will know, these schools were operated directly by the then Department of Health, now the Ministry of Health.

**Mrs. Campbell:** I thought the others were, too.

**Mr. L. M. Johnston:** The others were affiliated with hospitals and operated by boards, whereas these were operated directly by the ministry.

**Mrs. Campbell:** But they weren't in this.

**Mr. L. M. Johnston:** No. When we assumed responsibility for the registered nursing assistants schools, it was simply a case of funding them through this ministry, rather than through the Ministry of Health, and this has been working well. Mrs. Pulsford moved over to our ministry from the Ministry of Health and we saw no reason to transfer them over at this time. As indicated, it's operating well and we decided, with all of the problems that we have in a number of areas, we would leave this one until 1974.

**Mrs. Campbell:** How are these students funded? The same way as a community college student?

**Mr. L. M. Johnston:** Mrs. Pulsford can probably help us on that.

**Mrs. S. Pulsford** (Officer in Charge, Registered Nursing Assistants Schools): Under the hospital insurances diagnostic services and under this as well, we can still manage to get the students a stipend of \$70 a month, whereas if they go into the community colleges, it's rather difficult for them to lock into any of the student awards, because they're not really post-secondary students, as the legal requirement for entry is grade 10 and not grade 12.

**Mrs. Campbell:** I see. When they are in the schools, are there residences attached?

**Mrs. Pulsford:** No.

**Mr. Beckett:** Excuse me, Mr. Chairman. It is impossible to hear the answers from Mrs. Pulsford.

**Mr. Chairman:** Would you speak directly into the microphone?

**Mrs. Pulsford:** Sorry. Is this better? Do you want me to repeat the answer?

**Mr. Beckett:** That is much better, as long as you keep up to it.

**Mrs. Campbell:** So there are no residences. How does this course vary, just in general terms as I don't want all of the details, from the certified practical nurses' course?

**Mrs. Pulsford:** Well, they are not certified practical nurses. They don't get their certificate from anywhere that's recognized, unless it's their own school. There are only two recognized nursing categories in Ontario, and that's the registered nursing assistant and the registered nurse.

The school for practical nurses on Elm St. does not have any admission requirements and does not have the clinical experience—guided, supervised clinical experience. We have had students come to our programme after they have been in that school and have found they couldn't find a job.

**Mrs. Campbell:** So at what point can they come into your school?

**Mrs. Pulsford:** They would have to take the complete programme. We are able to give upgrading to any student who has come from any approved programme; from any country in the world as long as it's an approved programme. But if it's a graduate who has come from a programme that is not approved—and, of course, it's the College of Nurses that makes that decision as to whether a programme is an approved programme.

**Mrs. Campbell:** Well, would you not say that you owed a duty to make representation to this ministry, not to have this school—I think you said it isn't licensed but registered as a private vocational school? Is it right that people should be misled when this government does enter into what apparently is registration and not licensing, if I am correct in that, sir?

**Hon. Mr. McNie:** That is correct.

**Mrs. Campbell:** But even the fact that they register, that these people know that there is a registration, it seems to me that you owe a

duty to impress upon this ministry that they are misleading people.

**Mrs. Pulsford:** You see it's the College of Nurses that legislates for nurses in Ontario so therefore it's the council of the College of Nurses that has to make that decision.

**Mrs. Campbell:** I am sorry, I didn't mean you personally. But I think that the College of Nurses should be doing something because I don't know the difference. You say it's a clinical matter; they don't have any clinical training?

**Mrs. Pulsford:** Not guided, supervised practice.

**Mr. Chairman:** Mrs. Campbell, there is a vote in the House and since it is now almost 10:15, perhaps we should adjourn until tomorrow afternoon after the question period.

**Mrs. Campbell:** Are we not continuing? Is the House rising at 10:30?

**Mr. Chairman:** I don't know. If the House doesn't rise—does anybody know?

**Mrs. Campbell:** I thought that Mr. Winkler announced that—

**Mr. Laughren:** It is on the order paper, Mr. Chairman.

**Mr. R. S. Smith:** It is on the order paper that the House can sit past—

**Mr. Chairman:** Can sit past 10:30.

**Mr. Laughren:** You won't find out.

**Mrs. Campbell:** Maybe he doesn't know.

**Mr. Chairman:** Let's wait—if the House continues after 10:30 we will reconvene here after the vote. If not, we'll meet here after question period tomorrow until 4:30—I understand that was the—

**Hon. Mr. McNie:** And anyone who would like to go to the dinner tomorrow night at Hart House, which is the final dinner in the post-secondary seminar, if they would let us know; we are holding tickets for the social development committee.

The committee recessed at 10:15 o'clock, p.m., for a vote in the House and reconvened at 10:50 p.m.

On vote 2403:

**Mr. Chairman:** Will the meeting come to order? Mrs. Campbell had asked about item 4, registered nursing assistants.



**Mrs. Campbell:** I think the only useful comment I can make is that I am of the opinion that once and for all we should straighten out the use of the word "nurse" and the use of the words "nursing assistant." People who are taking courses should in some way be advised if their course is a useless course, not withstanding registry with this government.

I think it is really a serious thing to mislead the public like that and then find all these people unable to get jobs. I think they are entitled to be able to rely on a course's validity. However, with this particular course, if it isn't going to go out into the community colleges until 1974, they will at least be given some consideration.

I recognize the fact that the only reason they will be given consideration is that the ministry has so many other problems. I would rather it had given the course consideration because it felt the course merited it, but that doesn't happen around here.

**Hon. Mr. McNie:** The right things happen for the wrong reasons, eh?

**Mrs. Campbell:** I think that's true. I don't think that I can usefully comment further on this particular situation. You have covered the matter of salaries and wages, and the other items are rather small compared with the overall budget. So I'm not going to comment further.

**Mr. Chairman:** Mr. Laughren.

**Mr. Laughren:** Thank you, Mr. Chairman, I just wanted a couple of reassurances on this vote about the transfer of the programme to the colleges and just what it is that is making the people within the health sciences so concerned about the transfer. I'm sure you've had some correspondence. I've had a fair amount of it, and a number of things seem to be bothering them. I would like to list them and ask you to respond if you would, Mr. Chairman. One is the possibility of the programme for the radiologists and the medical technologists. I think those are the two health science programmes; the third is the nursing. Is that correct?

**Dr. Parr:** For the sake of clarification you are now talking about the transfer of registered nursing assistants, which is expected to take place in September, 1974. Are you speaking on a matter which relates to the diploma nursing programmes?

**Mr. Laughren:** Yes, that's what I am talking about.

**Hon. Mr. McNie:** That was in the last vote.

**Dr. Parr:** That is two back.

**Mr. Laughren:** Oh, I was saving it for this one.

**Mr. Chairman:** As a matter of fact, it was not in the last vote, but in the vote preceding the last vote.

**Mr. Laughren:** A little farther.

**Mr. Chairman:** Yes.

**Mr. Laughren:** I had a funny feeling.

**Mr. Chairman:** Mark that one up.

**Mr. Laughren:** You are just strengthening my resolve for the next vote.

**Hon. Mr. McNie:** The deputy says send the question along and we will get you the answer.

**Mr. Chairman:** I knew the next vote was going to be a favourite of yours. Any further discussion on item 4?

**Mr. Beckett:** Could I know the names of the six schools?

**Mrs. Pulsford:** Hamilton, Sudbury, Thunder Bay, London, and two in Toronto, a day and an evening programme.

**Mrs. Campbell:** That only comes to five.

**Hon. Mr. McNie:** No, Hamilton, Thunder Bay, London, Sudbury.

**Mrs. Campbell:** Oh, I am sorry. Okay. Oh, yes, London—how could I miss London?

**Mr. Chairman:** Mr. Beckett, any further questions? Shall item 4 carry?

Item 5, Ontario Council of Regents.

**Hon. Mr. McNie:** Did you bring your trident with you?

**Mr. Chairman:** Mr. Minister, do you have any introductory remarks?

**Mrs. Campbell:** Could you perhaps read what you have a little more slowly so I can digest it?

**Hon. Mr. McNie:** The Council of Regents for the CAATs, community colleges, meets approximately 10 times a year in two-day sessions. In order to acquire first hand knowledge of the problems, the council holds half

of the meetings in the colleges themselves. It also holds two meetings a year with the student representatives of the colleges and an annual meeting with the boards of governors. I have attended both of them; at least I have attended one of the meetings they had with student representatives, and I attended the annual meeting of the board of governors, both of which I thought were very successful and well attended.

During the year, the chairman and the secretariat visit the 22 colleges to review the multi-year plan of the colleges with the boards of governors. Individual council members are also involved in bargaining meetings and attendance at major college functions. Travel to other jurisdictions is desirable to keep the council members up to date with developments in education at the local scene.

There are a number of other items here. For instance, there is an honorarium, a per diem allowance, of \$85 per member. There are 15 members. As I said earlier, they meet for two days approximately 10 times a year and I can give you a list of the members if you would like to have them. I don't think you have them in that book.

**Mr. Chairman:** No, there's nothing in there.

**Hon. Mr. McNie:** Mr. D. O. Davis, the vice-chairman, a retired businessman, an engineer; Mrs. J. C. Armstrong, a housewife; Mr. F. L. Corcoran who is a barrister; Mr. J. E. Fahlgren, who is the president of Cochenour Williams gold mine; Dr. Reva Gerstein who, as you know, is the acting chairman of the Committee on University Affairs and sits on this body as does Mr. Norm Sisco, the chairman of the Council of Regents, on the Committee on University Affairs—I was going to say it is cross-fertilization or something like that.

Miss Betsy Heately, North York parks and recreation department—she is a young girl who has recently graduated from one of the community colleges; Mr. W. Ladyman, international vice-president, the International Brotherhood of Electrical Workers; Miss Joan Macdonald, a registered nurse, director of the College of Nurses of Ontario; Mr. J. D. MacFarlane, the chairman of the department of journalism at Ryerson, formerly of the Telegram—or some time ago formerly of the Telegram, he wasn't among the more recent fatalities; Mr. D. McGeachy, chairman of the board at Westminster College in London; Mr. J. F. O'Neill, general manager of employee relations at Algoma Steel; Mr. Parent, a lawyer.

Mr. R. J. Uffen, dean of engineering at Queen's University; Mr. R. L. Whittington, the executive director of the Kent County Children's Aid Society; and Mr. G. R. Wooll, the vice-president and managing director of Genaire Ltd.

The most recent appointments have been Miss Joan MacDonald, Miss Betsy Heately and Mr. Corcoran with Dr. Reva Gerstein joining us. We have made a big improvement there in the last couple of months, or the last month or so.

There are other points I have here to account for the budget which is spread for a total of \$143,000. Perhaps you would like to take the various items one at a time and we can deal with them?

**Mr. Chairman:** Mrs. Campbell.

**Mrs. Campbell:** Mr. Chairman, I have been rather confused at some of the things that have been said here about the CUA and with reference to the Council of Regents.

It strikes me that the Council of Regents doesn't seem to represent the colleges in the same way as the university representation is in the other committee. I notice that the colleges, on the other hand, are able to make returns for public consumption; or at least somebody can read them. The universities seem to be most difficult to get anything from. I am wondering if there is any reflection in the setup of the two which causes these two facts to come out in discussing this.

**Hon. Mr. McNie:** As a matter of fact, I suggested to Mr. Sisco just this afternoon that if the vote came up tonight or tomorrow, that he might helpfully discuss the role of the council and how it is distinct from the Committee on University Affairs, just so we are all looking at the same thing.

**Mrs. Campbell:** I have had the distinct impression throughout that the colleges are kind of a poor relation, and I would like to know just exactly what the function is, and what its relationship is.

**Mr. N. A. Sisco** (Chairman, Council of Regents): Mr. Chairman, I might begin by pointing out that there is a very fundamental difference in the legislation that governs colleges and that which governs universities. Universities are set up by a charter and the university itself is an autonomous institution. The colleges are creatures of provincial legislation, and in

fact they are set up in such a way that the board of governors is the legal entity.

It is charged with a responsibility of bringing educational service to the people in an area. The college itself is not a legal entity, and is not an institution in the normal sense of the word. The legislation states that the minister shall have the power to name, maintain, establish colleges and so on. This in effect, gives the power to the ministry, and the rest of the Act and the regulations delegate some of the responsibilities.

The second part of the Act says that the minister shall be assisted in the establishment, planning and co-ordination by a body to be known as the Council of Regents, and so on. From the beginning, the council has played a role in validating the educational plans of each college area, of rationalizing them if they need rationalization, and of advising the minister on the planning and the direction which they should take.

It has also played a role in approving programmes and has tried to avoid duplication of programmes. It listens to the various submissions that the colleges make as to whether they should be permitted to start a new programme, whether it has validity, whether there is a place for it. This was discussed indirectly the other night. But the legislation very clearly states that Colleges of Applied Arts and Technology shall be an alternative to existing institutions and shall be career-oriented. To my knowledge no one has ever qualified that original statement of purpose.

So the council not only has to co-ordinate, but it has to ask itself whether there is a

career objective involved in programme proposals.

**Mrs. Campbell:** What guidelines, Mr. Chairman, would it have in determining whether a programme should be offered and where?

**Mr. Sisco:** The regulations require that a board of governors must appoint an advisory committee drawn from its college area of people knowledgeable in the programme area. This advisory committee must be given an indication as to job opportunities and some idea of the market for that type of graduate.

In some areas there is sort of an ad hoc provincial committee that gives overall advice. For example, in the forest industry we have, I think, four colleges offering programmes in this area. There is a limited market and limited opportunity and a changing technology, and it's very important that there be a relationship between the opportunities and the type of training and the actual technology in the forest industry and the potential job market.

**Mrs. Campbell:** Well, then—

**Mr. Chairman:** Mrs. Campbell, the House has adjourned.

**Mrs. Campbell:** Oh?

**Mr. Chairman:** So we will reconvene here tomorrow after the question period and sit until 4:30 p.m.

The committee adjourned at 11 o'clock, p.m.

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# Legislature of Ontario Debates

## **STANDING COMMITTEE ON SUPPLY**

**Estimates, Ministry of Colleges  
and Universities**

**Chairman: Mr. S. B. Handleman**

**OFFICIAL REPORT — DAILY EDITION**  
**Third Session of the Twenty-Ninth Legislature**

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**Tuesday, June 12, 1973**

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**Speaker: Honourable Allan Edward Reuter**  
**Clerk: Roderick Lewis, QC**

**OFFICE OF THE SPEAKER**  
**PARLIAMENT BUILDINGS, TORONTO**  
**1973**

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# LEGISLATIVE ASSEMBLY OF ONTARIO

TUESDAY, JUNE 12, 1973

The committee met at 3:15 o'clock, p.m., in committee room No. 1; Mr. S. B. Handleman in the chair.

## ESTIMATES, MINISTRY OF COLLEGES AND UNIVERSITIES

(continued)

On vote 2403:

**Mr. Chairman:** The committee will please come to order. When we adjourned last, Mrs. Campbell, you had just commenced the discussion of vote 2403, item 5, Ontario Council of Regents. You had asked one question and received a reply.

**Mrs. M. Campbell (St. George):** I am interested in the amounts here which seem to be very much out of line with what they ought to be. Having in mind the personnel and the rest of it on this committee, could I know what the function is of the Council of Regents, vis-à-vis something like bargaining? Do they enter into the bargaining picture?

**Mr. N. A. Sisco (Chairman, Council of Regents):** Yes, there was an amendment made to the Colleges and Universities Act a year ago which names the council as the representative of the 22 boards of governors for purposes of collective bargaining. Then the colleges, as Crown agencies, come under the Crown Employees' Collective Bargaining Act that was also passed about the same time. So the council nominally represents the 22 boards of governors for the purposes of collective bargaining.

**Mrs. Campbell:** I take it, Mr. Chairman, that we can look to the Council of Regents for responsibility in the discriminatory practices which I outlined yesterday. Could I have an answer as to what their thinking is?

**Mr. Sisco:** Mr. Chairman, I will have to have my memory refreshed. As I remember, the discriminatory practices that you were concerned about had to do with providing the same wages or salaries for women in the same positions as men. What was the other one?

**Mrs. Campbell:** Well, of course that wasn't right. I did mention that, but I gave specific details on the pension matters.

**Hon. J. McNie (Minister of Colleges and Universities):** Do you mind repeating the particular question?

**Mrs. Campbell:** The question is this: My information is that both men and women pay into a pension fund. If a woman is a single head of family and something happens to her, all her children would be entitled to would be the money she paid in. Whereas if a male is a head of family and something happens to him, his child or children have the full benefit of his pension.

**Mr. Sisco:** I am not aware that this is a factor in the college pension plan. But I think I could assure you that my colleagues on the Council of Regents are concerned about this type of question and we will certainly look into it.

**Mrs. Campbell:** It is both colleges and universities. But it was brought up under colleges by me specifically because the ladies who had written to the ministry didn't tell me about it until yesterday.

**Dr. J. G. Parr (Deputy Minister):** Excuse me. If I can interrupt, the universities are in a quite different pension arrangement which is separately negotiated by each university.

**Mrs. Campbell:** Well, I am just saying that many of them have the same pension disability for women that many of the colleges do, according to my information. And the answer is that the Council of Regents doesn't know that situation exists.

**Mr. Sisco:** Well, if a college faculty member is a married male on pension and she dies, his wife is entitled to half what he got. But on the other hand, if a teacher is a female and has built up a pension equity and is, as you say, the single head of family and she dies, I would expect and to the best of my knowledge, her children would continue to draw under the same terms as if she were male. I don't think there is a dis-

criminatory practice in our pension fund there, but as I say, I will certainly find out.

**Mrs. Campbell:** Well, Mr. Chairman, I just point out that I wasn't trying to compare apples and oranges. I was trying to compare two situations of the same type, in which each person was a single head of family and one was male and one was female. I wasn't referring to any of the married provisions at all. I think it's rather a matter for deep criticism that the Council of Regents doesn't even know the situation exists.

Now could I have a breakdown, please, of the costs of this? I know that we got some of it yesterday.

**Mr. Chairman:** Order please. Is your question on the breakdown of salaries and wages in line 1 of the item?

**Mrs. Campbell:** I thought we might get on with it by just getting the complete breakdown, if we could. If we have to go through it line by line, I'll do it.

**Hon. Mr. McNie:** Could somebody provide that information to Mrs. Campbell?

**Mr. F. J. Kidd** (Executive Director, Common Services Division): Yes. Salaries and wages, a total of \$44.5 thousand, comprising two employees—

**Mrs. Campbell:** Two employees?

**Mr. Kidd:** The chairman and his secretary.

**Mrs. Campbell:** Oh I see.

**Mr. Kidd:** Travel, transportation and communications, under transportation and communications: travel is \$34,000.

**Mrs. Campbell:** It is \$34,000, is it?

**Mr. Kidd:** Twenty-eight thousands dollars, comprising \$5,000 for the chairman, \$23,000 for the members and \$200 for telephone and communications.

**Mrs. Campbell:** And services.

**Mr. Kidd:** Services, printing and duplicating \$10,000, advertising which comprises tender notices in three newspapers, \$600; rental of meeting rooms is \$6,000; honorariums, per diem allowance of \$85 per member, 15 members, approximately 30 meetings, \$38,000; the membership of the Council and the Association of Canadian Community Colleges, \$100; professional fees—these are legal services in connection with bargaining for faculty salaries and so on; and this item was previously paid for by the Civil Service

Commission, but is now paid for here—it is \$10,000, for a total of \$65,000.

**Mrs. Campbell:** What in the world are they advertising?

**Mr. Kidd:** Tenders in various newspapers.

**Mrs. Campbell:** Tenders?

**Mr. Kidd:** Quotations, for example, for student accident insurance and these sorts of things.

**Hon. Mr. McNie:** Group insurance, income insurance and so on. There have to be tender notices in the three papers. These are the requirements.

**Mr. Kidd:** Supplies and equipment of \$1,000 is stationery and normal office supplies in connection with the operation of the council.

**Mrs. Campbell:** In the light of what I have learned, I would have to say that it would seem to me that the Council of Regents is not very much aware of the work it is supposed to be doing, particularly when it comes to bargaining. I cannot support this entire function, with this kind of lack of knowledge and I certainly think that salaries and wages of this kind, for the lack of information available, are outrageous.

**Hon. Mr. McNie:** How can you say that they are not aware? You've got a person like Miss Joan Macdonald who heads up the College of Nurses. You've got Mr. Ladyman who is the vice-president of the International Brotherhood of Electrical Workers, who surely knows something about negotiating.

**Mrs. Campbell:** Indeed that is just one of the problems. The union negotiators, if they are involved with any kind of contracts dealing with women, are not remotely concerned about—

**Hon. Mr. McNie:** I'm sorry. You were referring specifically to women here.

**Mrs. Campbell:** I certainly am—to discriminatory practices and they don't even know it exists.

**Hon. Mr. McNie:** Well, we've got four very able women on that particular body.

**Mrs. Campbell:** I thought you said that Reva Gerstein and Betsy Heately had just been recently added.

**Hon. Mr. McNie:** Well, Reva has been recently added, or reappointed, as of January. But she's very much a part of the negotiating

process which is going on now and which will be effective this fall.

**Mrs. Campbell:** Her band has toured the universities, of course, and I certainly think she's a very outstanding woman, but with this kind of a thing, and when we have this spokesman with us who doesn't even know it exists, there is a lack of communication to the council somewhere.

**Hon. Mr. McNie:** We haven't said that it does exist either. We're saying if it exists—

**Mrs. Campbell:** I understood yesterday, and correct me if I'm wrong, that you were prepared to do something about it. But you wouldn't say what.

**Hon. Mr. McNie:** Are you talking specifically about this particular pension?

**Mrs. Campbell:** No, about discrimination generally. I don't think you spoke on the matter of pensions specifically.

**Hon. Mr. McNie:** I'd like to think any particular subject seems self-righteous. I think we're all trying to improve areas where discrimination is being practised.

**Mrs. Campbell:** This government has done the opposite. I'm not prepared to support this vote and I would move that the item be reduced to \$1.

**Mr. R. S. Smith (Nipissing):** Do we have a vote?

**Mr. Chairman:** Do you wish to speak to the motion?

**Mr. J. F. Foulds (Port Arthur):** Point of information, does a motion in committee need seconding?

**Mr. Chairman:** No.

**Mr. Foulds:** Further point of information. If the vote passes, or is defeated, is there further discussion on the item?

**Mr. Chairman:** Pardon? Oh, there is further discussion on the item if the motion is defeated.

**Mr. F. Laughren (Nickel Belt):** We haven't debated it before.

**Mr. Chairman:** No, I say, if you want to debate the motion, or call for the vote, or add an amendment, or move, you aren't free to, Mr. Foulds, but Mr. Laughren is.

**Mr. Foulds:** Pardon me?

**Mr. Chairman:** You aren't, Mr. Foulds, but Mr. Laughren is. As a member of the committee he is a permanent substitute.

**Mr. Foulds:** I'm a permanent member of the committee.

**Mr. Chairman:** Are you? You are, Mr. Foulds?

**Mr. Foulds:** Yes.

**Mr. Chairman:** Mr. Laughren is not. He is substituting for Mr. Duksza.

**Mr. Foulds:** But he has a vote.

**Mr. Chairman:** He has a vote.

**Mrs. Campbell:** Mr. Chairman, if I'm embarrassing anybody in the matter I'm perfectly prepared just to indicate my motion so that people may debate the item. I don't wish to close off debate.

**Mr. Chairman:** We won't close off debate.

**Mrs. Campbell:** But I felt that I should indicate my thinking when it comes to a matter of discrimination such as this.

**Mr. Chairman:** You are not closing off debate, Mrs. Campbell. Anybody who wishes may speak to the motion.

**Mrs. Campbell:** Thank you very much.

**Mr. Laughren:** Well, I'm a little at a loss here not knowing the procedures.

**Mr. R. S. Smith:** As the chairman said, if the vote is taken we then go on and discuss the item.

**Mr. Chairman:** I haven't agreed as yet to take the vote.

**Mr. R. S. Smith:** Pardon?

**Mr. Chairman:** I haven't yet agreed to take the vote.

**Mr. R. S. Smith:** I realize that and I'm sure you're obviously embarrassed to that point. But if the vote is taken do we then go on and discuss anything else under this vote that we wish to discuss?

**Mr. Chairman:** There's nothing left except \$1, if the motion carries. Do you want to discuss the \$1?

**Mr. R. S. Smith:** How are we going to split it up?

**Mrs. Campbell:** Give it to the chairman.



**Mr. Foulds:** I would therefore move an amendment that the vote be taken after full discussion of this item, Mr. Chairman.

**Hon. Mr. McNie:** You might recall that last year one of the members of the Liberal caucus, before any discussion was taken of the very considerable amount of money involved in the colleges and universities grants which came to something in excess of \$200,000 made a similar motion as Mrs. Campbell. At that time I voted with the opposition so as to sustain debate. I think that it would be appropriate to have a full debate on this issue.

**Mrs. Campbell:** I indicated that I didn't wish to close you off. I just wished to be honest about my position.

**Mr. Laughren:** What is the chairman's ruling? What is happening?

**Mr. Chairman:** Well, we have an amendment moved that the vote be taken after full discussion.

**Mr. Foulds:** Of the item.

**Mr. R. B. Beckett (Brantford):** Point of order. Do we have a quorum?

**Mr. Chairman:** Are you prepared to call for a quorum?

**Mr. Beckett:** I think we should have a quorum if we are going to have a vote.

**Mr. R. S. Smith:** Seven members is a quorum, Mr. Chairman, and you have seven members including—

**Mr. D. H. Morrow (Ottawa West):** I understand we only have six; Mr. Laughren is—

**Mr. R. S. Smith:** Mr. Laughren is an accredited member of the committee as he has made his point with the chairman that he is replacing someone else, which is acceptable under the rules of the committee.

**Mr. Beckett:** So in other words, we don't have a quorum, Mr. Chairman?

**Mr. R. S. Smith:** In that case, I think you should instruct somebody to go and get some of your members.

**Mrs. Campbell:** They already have. They are waiting for time.

**Mr. Laughren:** Could we have a ruling, Mr. Chairman, please?

**Mr. Foulds:** You can't call in the members to committee.

**Mr. Morrow:** Calling in the members, Mr. Chairman, in the committee is the same as in the House.

**Mr. Laughren:** No, I want to speak to this vote to the item itself.

**Mr. Chairman:** You want to speak to the item itself? I am going to have to get rid of the amendment and the motion. Or the amendment at least.

**Mr. Laughren:** That is up to the member for St. George.

**Mr. Foulds:** Mr. Chairman, on a point of order, if the amendment passes then we continue debate on the item. Does the moving of the amendment mean the vote will be taken after full debate of the item?

**Mr. Chairman:** I will call for the vote on the amendment. All in favour of the amendment? Opposed? We lost the quorum, I am sorry.

**Mr. Foulds:** Mr. Chairman, I would like to point out to you that a quorum is present unless it is questioned.

**Mr. Chairman:** It was questioned.

**Mr. Foulds:** It was not questioned on this vote.

**Mr. R. S. Smith:** Yes it was, just now.

**Mr. Chairman:** I will allow the vote to carry on the amendment. Now do you want to proceed with the discussion of the item, Mr. Laughren?

**Mr. Laughren:** Yes, I do.

**Mr. Chairman:** All right, carry on. We will never get anywhere if we don't.

**Mr. Laughren:** Mr. Chairman, I, too, have lost confidence in the Council of Regents and the role that it is supposed to play. I have lost confidence for a number of reasons and I shall enunciate those to you as clearly as I know how. I am most serious about my denunciation of the Council of Regents for:

1. The lack of direction it has provided for the Colleges of Applied Arts and Technology. If I might be even more blunt, the misdirection it has given in some cases;

2. It's inability to determine the proper mix between careers, between individuals and between the more esoteric or cultural aspira-

tions of the students who enrol in the Colleges of Applied Arts and Technology;

3. The lack of democratization of the colleges both academically, administratively and in a governing sense.

I think that the fact that there no voting members on the boards of governors from either the student body or the faculty is all the proof that is required. The fact that there is no equivalent to a senate or a unicameral form of government in the colleges is an indication that there is a lack of democracy in the colleges. I think that the Council of Regents must take responsibility for that.

I believe that the failure of the Council of Regents to ensure proper representation by labour and by women on the boards of governors indicates that it has not provided the direction that should have been provided to the colleges.

I have lost my confidence in the council because of its arrogance in not allowing programmes such as general arts and sciences to be offered in some of the colleges, despite demand from potential students who might enrol in those institutions. I have lost confidence in them because of their failure to ensure that Cambrian College developed as a bilingual institution, serving northeastern Ontario.

I have lost confidence in them because of their failure to provide the kind of direction to the colleges that would allow them to cope with admission standards, their standards of academic excellence, and a way by which they could grade their students who would be graduating—and in fact, the failure of the Council of Regents to provide direction concerning the whole quality of education in the colleges.

I have lost faith in them because of their obvious failure to provide a level of post-secondary education that is related to the cost of providing that service. It is evident, and I shall produce some figures that will support me on that.

The attrition rates in the colleges are shocking and they indicate a deplorable waste of money. I could provide to you, if you haven't seen them already, Mr. Minister, the attrition rates that are prevalent in the colleges for 1970 and 1973.

In the two-year technology programme the attrition rate is 57 per cent. In the three-year technology programme it is 52 per cent. In the business programme the attrition rate is 54 per cent for the two-year programme and 50 per cent for the three-year programme.

In the applied arts programme the attrition rate is 51 per cent for the two-year programme and 71 per cent for the three-year programme. In total you have an attrition rate for the two-year programmes of 57 per cent.

The total cost of graduating students from the Colleges of Applied Arts and Technologies is indicated by the difference between what it costs to educate a student in the colleges as opposed to what it costs to graduate him. There really shouldn't be the significant difference there is between the cost of educating a student in a college and graduating a student in a college, but because of the attrition rate which I have outlined to you, the cost of graduating is significantly higher than the cost of educating, and that shouldn't be. It should not be necessary.

**Hon. Mr. McNie:** Just before you leave those figures, I think that you would want to be fair and recognize that those figures don't take into account some of the factors that were referred to the other night.

**Mr. Laughren:** Yes. I would be glad to mention these.

**Hon. Mr. McNie:** That is fine.

**Mr. Laughren:** And I was going to mention also that what they do not take into consideration are the numbers of students who transfer from one programme and into another programme, so they are counted as attrition for the programme they drop out of and an addition to the student body in the programme they go into. If they were to drop out of that second programme, there would be a double attrition factor for those students, I believe.

But something doesn't jibe in this whole thing because when you ask the ministry to provide the figures for the individual institution, they claim that they are not available. Now, I ask you, how can you end up with the whole without having the parts to constitute that whole? It just doesn't make sense to say that you have figures for all the institutions but you don't have the figures for the individual institutions on attrition rates.

I think that there are a number of reasons for these attrition rates: the improper screening of students into the various programmes; the lack of relevance of some of the programmes to the students; the lack of relevance to the business, actually to the private sector and the public sector of the programmes that are offered.

I think another reason is the unrealistic grading of students which causes students

to either drop out or to fail. That's something that the Council of Regents has not provided—the kind of direction to the colleges that they obviously require. I think that in summary I would say that if you have a total attrition figure for the colleges of 57 per cent, can you imagine what it is in some programmes in some institutions?

I have an indication that in Seneca College—I haven't got the institution's figures, or the ministry's figures on this—but in the technology programmes in Seneca, the attrition rate is 75 per cent. I suspect that if you have got an overall 57 per cent attrition rate it is inevitable that you are going to have some programmes where you have 75 to 80 per cent attrition rates.

**Hon. Mr. McNie:** Without admitting to those figures, and without knowing more about the qualifications, how do you reconcile your position, Mr. Laughren, with—

**Mr. Laughren:** Mr. Minister, with all due respect, I don't have to.

**Hon. Mr. McNie:** No, but you have to be consistent, surely you would recognize that.

**Mr. Foulds:** The ministry never has been so why should the opposition?

**Hon. Mr. McNie:** How do you reconcile this with your concern some time ago about first of all the ready accessibility and the need for students being able to take the kind of courses they want and without regard for any levels of entry, quotas that we might prescribe, and such things that we both agree are undesirable? Surely one of the problems is that a great many students, through poor counselling or through doing their own counselling—which I have heard you say they are best able to do in many instances—make poor choices. Surely they should feel free to make other choices, whether that choice is to go to another course or to go out and take a job.

**Mr. Laughren:** Well, Mr. Chairman—

**Hon. Mr. McNie:** Or go to a university, for instance.

**Mr. Laughren:** I see no contradiction whatsoever. First of all, the minister cannot weasel out of his commitment to have the answers here because when they are my estimates and I am the Minister of Colleges and Universities, I will have an obligation to answer these questions. But these are the minister's estimates; they are not mine. If he can indicate to me where my statistics are wrong or where my assumptions are wrong, I would be glad to review them.

**Hon. Mr. McNie:** If you are asking if we will get the answers as to the individual experience of the colleges, I promise you we will get them. It may take more than a day or two but we will get them for you.

**Mr. Laughren:** How did you get the whole without having the parts?

**Hon. Mr. McNie:** I would have to ask the gentlemen here. I don't know how these figures come in through some of our sophisticated SRC.

**Mr. L. M. Johnston** (Assistant Deputy Minister, College Affairs and Manpower Division): Mr. Chairman, the figures came out of the system and we asked for the figures that you have given there for the total. You are quite right; those had to come from information that was fed into the system from the various colleges.

**Mr. Laughren:** Do you know what it costs to graduate a three-year arts and science student from university?

**Mr. Chairman:** Is it relevant to this vote?

**Mr. Laughren:** Yes, it certainly is, Mr. Chairman. I wouldn't bring it up if it wasn't relevant to this vote, in accordance with my commitment to order and procedure.

**Dr. Parr:** I hope Mr. Laughren notices I am not using a slide rule.

**Mr. Laughren:** That is a step up for an engineer.

**Dr. Parr:** That is a confession, for an engineer.

**Mrs. Campbell:** If he had known that, I doubt the question would have been raised.

**Dr. Parr:** In round figures, about \$5,500. Does that seem about right?

**Mr. Laughren:** About \$5,500? I appreciate that that is a round figure although I would suspect, given your background, that is probably very close to being arithmetically correct.

**Dr. Parr:** Thank you.

**Mr. Laughren:** You are welcome.

If it costs \$5,500 to graduate a three-year arts and science student and it costs \$5,900 to graduate a three-year technology student, \$4,300 to graduate a business student and \$8,000 to graduate a student from the three-year applied arts programme—and, overall for the colleges, \$5,671—would you not say that there is something out of whack in



relation to the education received by students in the colleges versus students in the university field?

**Dr. Parr:** Mr. Chairman, I have to make a correction; it is nearer \$6,500. I forgot to carry one, to my embarrassment.

**Mr. Foulds:** Only one though, Mr. Chairman, note that.

**Hon. Mr. McNie:** Next time bring your slide rule.

**Mr. Laughren:** Mr. Chairman, according to the Commission on Post-Secondary Education in the publication, "Financing Post-Secondary Education," the total cost per student graduating in general arts is \$7,600. How do you pair that off with Dr. Parr's statement of \$6,000?

**Dr. Parr:** Excuse me, Mr. Chairman, I am having other corrections made. I am taking an average weight of 1.24 times three times 1,750.

**Mr. Laughren:** I am sorry, Mr. Chairman. I just made a stereotyped assumption that Dr. Parr would have these figures at the front of his head.

**Dr. Parr:** The difference of opinion, Mr. Chairman, is whether we take one for a general arts student or whether we take the weight of 1.24 which applies to an arts and science programme. That is a four-year one, isn't it? We go back to about \$5,500 for what you asked.

**Mr. Laughren:** What I am really trying to tell you, Mr. Chairman, through you to the minister, the deputy minister, and the chairman of the Council of Regents, is that it costs \$5,500 to graduate a three-year arts and science student from university and \$8,000 to graduate a three-year applied arts graduate from the colleges. The more inexpensive students, the business students, cost \$4,300 each to graduate. I think that there is every reason to have lost confidence in the Council of Regents.

**Hon. Mr. McNie:** Does this \$8,000 take into account the attrition, for instance?

**Mr. Laughren:** This is graduates. That is the point.

**Hon. Mr. McNie:** Not in universities, though?

**Dr. Parr:** Not in university.

**Mr. Laughren:** Well, it is graduating. To graduate certainly—

**Dr. Parr:** No. You asked what does it cost for a three-year programme and I didn't incorporate the drop-out rate in universities.

**Mr. Laughren:** Well, is there a degree cost? So that's—it's still less.

**Dr. Parr:** Mr. Chairman, in assuming the figure he has in computing the value for the colleges, the member assumes the attrition rate.

**Mr. Laughren:** That's correct.

**Dr. Parr:** In working out the figure that you asked for, the comparable figure for universities, we assume no attrition.

**Mr. Laughren:** If they get their degree, that assumes attrition. Right?

**Dr. Parr:** Not knowing the attrition rate immediately, I just assumed it was three years. If the attrition rate was 30 per cent we'd have to factor that up by dividing by point seven.

**Hon. Mr. McNie:** In all fairness I would suggest that if we are to get figures that are comparable—and there are so many variables in these figures because of the length of the courses and whether we can accept these figures of attrition without qualification—I'm suggesting that if you ask the question, we'll get you the answer to a specific question.

**Mr. Laughren:** Okay. I would point out, Mr. Chairman, that one reason for the high cost of graduating students in the colleges is due to that high attrition rate. I suggest that you've got all the facilities there; you've got all the instructors there; you've got all the attendant overhead costs. And the more students who drop out, of course, the more it costs to graduate the few who remain.

**Hon. Mr. McNie:** Of course we've recognized that this is true. If I may revert to the other vote 2, on universities, the drop-out rate not only has contributed to the abnormal decline but has also increased their costs, because they have an overhead factor that's constant whether their population is up or down.

**Mr. Laughren:** Would you agree that there are attrition rates in some of the programmes as high as 70 to 80 per cent?

**Hon. Mr. McNie:** Would I believe it? Well, I would believe it to this extent. I've

attended courses where after the course started we found that it had been either poorly promoted, or the teacher just wasn't up to scratch, or other things. I can think of a number of courses that are attractive—psychology is one which sounds very attractive to a great many students until they start to find out what type of psychology is being taught in some of the colleges or some of the universities and you find that there is a very heavy attrition rate.

Also one of the things that affects a great many students that I've observed is the size of the class in some of these instances. Every one taking the first year wants to latch on to psychology so he'll be able to understand himself and everyone else in the world. And they discover that perhaps first-year psychology isn't the answer.

**Mr. Laughren:** I think, Mr. Chairman, that the dollar costs are significant here in what I'm saying. But it goes away beyond that. It goes into all the hopes and the aspirations of those students who thought that they would be getting a unique post-secondary education, and have ended up disillusioned. I think the attrition does indicate a disillusionment by the students who are a statistic in those attrition rates.

**Hon. Mr. McNie:** Have you anything more you would like to say to the rate of attrition, Mr. Johnston?

**Mr. L. M. Johnston:** Mr. Chairman, I think we should keep in mind that one of the bases of the formation of the colleges was that we would try to break away from the tradition of former years. We tried to develop what I might loosely describe as a drop-in and drop-out atmosphere in the colleges.

I think you'll recognize, Mr. Laughren, that we are talking about the drop-outs as such. We are talking about the transfers to other programmes. We are talking about people who may have entered into a two- or three-year programme and part-way through that programme may have acquired enough skills that they were able to successfully enter the labour force and did so.

There are students who do that. There are some who transfer from a full-time to a part-time status. There are those who go into the co-operative programmes. All of these are included under the heading of attrition that you're talking about.

**Mr. Laughren:** If that's so, if those figures are significant that you're referring to and SRG has not been able to give you those

facts, then I would suggest to you that the \$900,000 a year you're giving to SRG is mis-spent. Surely that's what they are for. Surely they should have those figures available to you.

**Mr. L. M. Johnston:** As the minister indicated, we will attempt to get them for you. This is the first year that we have asked for that type of information from the system. I think you will recognize that, it being the first year, it will take us a bit of time to make sure that the figures that we get are accurate, that is, that the input has been accurate and that it does reflect a true picture. We have asked for that information to be available from the system, but I stress that this is the first year because, as I recognized in our discussion about this back near the beginning of the estimates, we are concerned about this very fact.

**Hon. Mr. McNie:** I must say, speaking for the ministry in my own capacity, that the figures should be available. However, I can understand, having had something to do with advisory committees at the community colleges, that there are a great many variables that would account for what you describe as a drop-out. I can think of one particular course where halfway through the second year most of them had jobs and took jobs, because the employers weren't prepared to wait until they graduated. You have what would be regarded in the machine as an attrition, whereas, actually, we have a very successful student and a very happy student.

**Mr. Laughren:** But I would suspect that those figures are not significant when you're talking about a 70 to 75 per cent attrition rate.

**Mr. Chairman:** Mr. Laughren, if I may interrupt you just for a second, I think an extended discussion of the attrition rates and the anomaly between figures took place in item 2, and we're now discussing the Council of Regents, a vote which, at the present time, is \$143,000. If you relate this to the Council of Regents, I think it is perfectly in order. If you're going back to a vote which is twice removed from our discussions, it is a little bit repetitious. Repetition is one of the things which apparently is the bugbear of estimates.

**Mr. Foulds:** Mr. Chairman, you failed obviously to note the clarity of my colleague's argument, which was attributing to the lack of democracy in the structure of the CAATS and in the Council of Regents, direct responsibility for the high attrition rate, because

they're not responsive to the needs of the students. The main thrust of his argument—

**Mr. Chairman:** Exactly. But the extended discussion about the discrepancies in figures, I think, is repetitious.

**Mr. Foulds:** The extended discussion—

**Mr. Laughren:** On the part of the ministry, not on my part.

**Mr. Foulds:** Exactly.

**Hon. Mr. McNie:** Just a second, I think we are overlapping votes, because the colleges may, in fact, be responsive to the needs of the students, to use your words. That may be part of the problem insofar as they are taking courses for which they are not fitted or for which they have higher expectations than the course is able to deliver. But, as to the appropriate role that the Council of Regents should play, that's something else again, and I'd be very happy to hear your thoughts on that.

**Mr. Chairman:** Yes, I think this is why I interrupted you. The responsibility of the Council of Regents for whatever the attrition rate may be is something that I think can well be discussed here, but not the attrition rate itself. We have discussed that at some length.

**Mr. Laughren:** We had not previously discussed those, Mr. Chairman, with all due respect. We have not previously discussed the attrition rates in the colleges. Now, I was trying to build the case that the ability—

**Mr. Chairman:** I have a feeling of déjà vu then, because I have heard this before and I'm sure other members of the committee have. The question of the size of the attrition rates, the amount of the attrition rates or the drop-out rate, has been discussed.

**Mr. Laughren:** It might have been in passing.

**Mr. Chairman:** Yes. It was done very extensively and very well. The point has been made.

**Mr. Foulds:** The reason that it was déjà vu, Mr. Chairman, was, of course, because my colleague put it with such clarity that he brought into focus what had been collecting around the enlarged nerve ganglia at the base of your skull.

**Hon. Mr. McNie:** I might also point out, Mr. Foulds, that what brought it into focus—

**Mr. H. C. Parrott (Oxford):** Which ganglia were these?

**Mr. Foulds:** Enlarged nerve ganglia.

**Mr. Parrott:** No, I am interested in the anatomical name.

**Mr. Foulds:** Base of the skull.

**Mr. Parrott:** Yes, but I want a little more clear definition than that, please.

Interjections by hon. members.

**Mr. Chairman:** Order, please.

**Hon. Mr. McNie:** I just want to say this, if I may, that what brought this into focus was that we did deliver to the hon. gentleman some figures here, and these are the figures you are using to discuss. Possibly they should have waited until they had a little more information before they delivered the raw figures that you're using.

**Mr. Laughren:** Not at all, Mr. Chairman. As a matter of fact, the figures that your ministry provided to me really are a camouflage if they're anything, because they hide how serious a problem exists.

**Hon. Mr. McNie:** I don't see how they can be a camouflage.

**Mr. Laughren:** Let me explain to you how they can be a camouflage. Because they hide the individual problems in the individual colleges and the individual programmes.

**Hon. Mr. McNie:** No, I don't think so.

**Mr. Laughren:** Of course they do.

**Hon. Mr. McNie:** Knowing the opposition—

**Mr. Laughren:** It doesn't show Seneca's 75 per cent attrition rate in technology.

**Hon. Mr. McNie:** Knowing the zealousness of the hon. member, our people could have expected you to ask the next question which was, "How do these reflect the individual performances of the colleges?" So my suggestion—

**Mr. Laughren:** Mr. Chairman, the fact that this ministry would come to these estimates without having these figures available in the first place is reprehensible.

And the minister does not need to think that a good offence is a good defence in this situation, because they are his estimates and he's supposed to have the figures and the answers—not the opposition.



**Mr. Chairman:** Mr. Laughren, I think the point has been made and I think if you wish to tackle the Council of Regents on the drop-out or attrition rate, whatever it may be, I think it would be quite in order.

**Mr. Laughren:** The minister is drawing in red herrings here, not the opposition, Mr. Chairman.

**Mr. Chairman:** Would you like to continue your line of questioning on the attrition rate with direct connection with the Council of Regents, if you will?

**Mr. Laughren:** No, Mr. Chairman. The point I am trying to make is that I have lost and I'm sure my colleague from—

**An hon. member:** Where did you say he was from?

**Mr. Laughren:**—Port Arthur has also lost confidence in the ability of the Council of Regents to provide the direction that is necessary to the Colleges of Applied Arts and Technology. That's why I would like to move an amendment to have their appropriation reduced from \$1 to 50 cents.

**Mr. R. S. Smith:** You had your chance 15 minutes ago to drop out. You wouldn't take it.

**Mr. Morrow:** Mr. Sisco may be able to operate on 50 cents.

**Mr. Laughren:** Gross overpayment.

**Mrs. Campbell:** You can operate on \$1.

**Mr. Chairman:** Have you completed your remarks, Mr. Laughren? Anybody else wish to speak on the Council of Regents?

We have a motion on the floor.

**Mr. R. S. Smith:** We have had for some time a motion on the floor.

**Mr. Chairman:** Yes.

**Mrs. Campbell:** Yes.

**Mr. R. S. Smith:** I just wanted to ask a couple of questions.

**Mr. Foulds:** If you will hold it until the debate is over. Mr. Smith obviously wants to enter the debate.

**Mr. Chairman:** Yes, that is right. We cannot vote on the motion until the debate on this item is completed.

**Hon. Mr. McNie:** Mr. Chairman, I always like to hear from Mr. Smith.

Interjections by hon. members.

**Mr. R. S. Smith:** I just have a short question. I'd like to know—

Interjection by an hon. member.

**Mr. R. S. Smith:** I'm sorry that I wasn't here in person. I know some of the things they do do and I'm not too happy with those, but I'd like to know who they are to start with.

**Mr. Chairman:** The Council of Regents?

**Mr. R. S. Smith:** Yes.

**Hon. Mr. McNie:** The complete list was given to Mrs. Campbell. In fact it won't take long for me to repeat it.

**Mr. R. S. Smith:** I am not so interested in their names; I'd like to know their geographical locations.

**Mrs. Campbell:** They probably don't have it.

**Mr. Foulds:** In whatever world they happen to exist at the present time.

**Hon. Mr. McNie:** Mr. D. O. Davis, vice-chairman of the council, is located in a city that is well known to myself—Hamilton.

**Mr. R. S. Smith:** Is he a relatively new appointment?

**Hon. Mr. McNie:** No, he has been on the council for some time. He is one of the original members and past chairman of the recent Commission on Post-Secondary Education. He is also a retired vice-president of Dominion Foundries.

Mr. Corcoran is a barrister from Ottawa and Mr. Fahlgren the president of Cochenour Willans Gold Mines Ltd. which is located—where? Do you want to read them out, Norm? You know exactly where they are all located.

**Mr. Sisco:** Mr. D. O. Davis, as has been mentioned before, is from Hamilton. Mrs. J. C. Armstrong from Streetsville—

**Mrs. Campbell:** Oh dear!

**Mr. R. S. Smith:** She should be on our side!

**Mr. Sisco:** Mr. F. L. Corcoran from Ottawa; Mr. J. E. J. Fahlgren from Red Lake; Dr. Reva Gerstein is from Toronto; M. Benoit Parent from Ottawa; Dean Robert Uffen from Queen's in Kingston; Mr. R. L. Whittington from Chatham; and Mr. G. R.

Wooll from St. Catharines—I guess he lives at Niagara-on-the-Lake.

**Mrs. Campbell:** I have a Betsy Heately and a Joan Macdonald and Ladyman.

**Mr. Sisco:** I skipped, Mr. William Ladyman is from Toronto; Miss Joan Macdonald is from Toronto; Mr. J. D. MacFarlane is from Oakville; Mr. Donald McGeachy is from London, Ont., Mr. J. F. O'Neill is from Sault Ste. Marie, Ont., and Miss Betsy Heately is from North York, Toronto, I guess.

**Mr. R. S. Smith:** I'm glad you went over that second page, I was looking for the one—

**Mr. Sisco:** I am the chairman and I live in Markham.

**Hon. Mr. McNie:** Who is the chairman? Who is the chairman, Mr. Laughren?

**Mr. Laughren:** Of what?

**Hon. Mr. McNie:** The Council of Regents.

**Mr. Laughren:** Mr. Sisco.

**Hon. Mr. McNie:** Mr. Sisco, that's right.

**Mr. Laughren:** Why are you asking me that?

**Hon. Mr. McNie:** Well, I just—

**Mr. Laughren:** I was waiting for his response, as well, to my devastating attack on his institution.

**Mr. R. S. Smith:** It is obvious, though, there is no one on the Council of Regents representing northern Ontario. There's one from the Soo but that's very close to being northwestern Ontario. There is no one from that corridor of Sudbury, North Bay, up through Timmins, right up to Moosonee. Is there nobody in that area who qualifies to be a member?

**Mr. Sisco:** The membership, I think, shifts from time to time because people get work assignments or this type of thing. A doctor from Timmins was one of the original members; the name escapes me just for the moment. He was followed by Mr. Brousseau from Kapuskasing; then Mr. Brousseau took on new assignments.

There's not only an attempt on the part of the Lieutenant Governor in Council to get representation from different interested walks of life but a geographic representation as well. I suspect that when Mr. Brousseau, who is an educator, went off he was replaced by, possibly, Dean Uffen. I would have to check back to see.

**Mr. R. S. Smith:** Obviously, though, there is nobody representing that whole broad area right up along the Quebec border.

**Hon. Mr. McNie:** We are very conscious of that. One of the early—the next appointment—

**Mr. Laughren:** Now that we mention it, you're very conscious of it.

**Hon. Mr. McNie:** No, as a matter of fact—

**Mr. Foulds:** Is there, Mr. Chairman, a limit to the number of regents?

**Hon. Mr. McNie:** The number of regents?

**Mr. Foulds:** Yes.

**Hon. Mr. McNie:** No, I believe we have the power to add.

**Mr. R. S. Smith:** I could suggest a few good names to you.

**Hon. Mr. McNie:** As a matter of fact this, I might say, is already in hand.

**Mr. Laughren:** They don't need your suggestions.

**Mr. R. S. Smith:** The other association has nominated a few names.

**Hon. Mr. McNie:** I'd be glad to have your nominations, Mr. Smith. Contrary to what some people might think, we have accepted nominations from people on the other side on a number of occasions.

**Mr. Parrott:** Can you be a member of this Legislature and serve on the council?

**Hon. Mr. McNie:** I don't think there is any reason why not. Are you looking for a job?

**Mr. Laughren:** The first thing you think of.

**Mr. Parrott:** No, I was thinking that perhaps Mr. Smith wanted to resign his seat and I'd suggest the council appoint him.

**Mr. R. S. Smith:** I'll tell you, you fellows almost lost yours a few minutes ago.

**Mr. Parrott:** I know.

**Mr. R. S. Smith:** Or your integrity within the party at least.

**Mr. Chairman:** Is there any further discussion on item 5?

**Mr. Morrow:** Mr. Chairman, I wonder if I would be in order if I asked Mr. Sisco what the services are. I notice that the bulk of this

vote, \$65,000, is for services. I am not acquainted with what services are provided by this council, unless we could look at Hansard—the hon. member for St. George asked that question last night.

**Mrs. Campbell:** Printing and publishing and advertising and etcetera.

**Mr. Morrow:** Fine, I will withdraw my question. I will read it in Hansard.

**Mr. R. S. Smith:** There is just one point I am not clear on and I am curious about this; that is, the course contents in the colleges. Are they forwarded to and for the approval of the Council of Regents?

**Hon. Mr. McNie:** New courses?

**Mr. R. S. Smith:** New courses; to have them approved, must they be approved by the Council of Regents? In other words, is there a centralized power with the Council of Regents to approve or disapprove new courses?

**Hon. Mr. McNie:** That's right.

**Mr. R. S. Smith:** Following that, the money is made available to the colleges to provide the courses within their submissions?

**Hon. Mr. McNie:** That's based principally on enrolment.

**Mr. R. S. Smith:** On the prospective enrolment they have proved they have for the courses?

**Hon. Mr. McNie:** They usually do market studies. They have to present evidence. As I indicated on another earlier occasion, whatever its merit it also presents problems because it doesn't anticipate what the needs are going to be two or three years from now. Sometimes they're unknown and it discourages creativity. This is one of the biggest problems, if we are to give the colleges the autonomy we'd like to, particularly to do a first-class job. How do you reconcile this with the current marketplace and the concern of people who have been able to develop jobs for students in specific fields on graduation?

**Mr. R. S. Smith:** Following that, have there been any courses recommended by the colleges specifically in regard to native peoples—in the development of social workers within the native peoples at the community college level? I'm referring specifically to an approach that has been made by the Métis and non-status Indian association in regards to the social development course that they

would like to see established in one of the colleges in northeastern Ontario?

**Hon. Mr. McNie:** Have they approached Canadore?

**Mr. R. S. Smith:** Yes, they have, but has there been a proposal from Canadore to the—

**Mr. Sisco:** There has not been a proposal to my knowledge. You will have to appreciate that the way this system works is that the initiative really lies with the local board of governors in the local college and they make their submission and this is looked at in terms of that college and in terms of all the colleges. There may be one on the way, but to my knowledge there hasn't been one that has reached the council level.

**Mr. R. S. Smith:** What is the date at which these submissions have to be made for the establishment of the course, say, this fall?

**Mr. Sisco:** I think that the cutoff point was at the February meeting. We did consider some after that which the colleges felt were particularly important and where they could indicate that they could get staffed up. But if it's going to be a viable programme, they have to have time to advertise it, to make it known in the area, both in the secondary schools and to the public at large. They have to get competent instructors and, as a result, we asked for the submissions in the fall relating to the next fall's operation. These are processed during the winter and the final approvals, except in unusual circumstances, would not come later than the end of February.

**Mr. R. S. Smith:** In other words, if they haven't got it now they're just out of luck for this year?

**Hon. Mr. McNie:** You're thinking about a particular course?

**Mr. R. S. Smith:** Yes, I'm thinking about a particular course that they have made a specific request for. As I understand it, there is no other social development course of that type offered to any of the colleges. Is that correct?

**Mr. Sisco:** There is a social worker programme that is offered in a number of the colleges. I certainly think at Confederation in Thunder Bay that there have been some native people take that programme; but there is not, to my knowledge, a social work programme for native people per se.



**Mr. R. S. Smith:** I just want to make the point that these people have developed a desire within their own community to have their own people trained in the specific problems that beset them and their people. They have made these requests and, as far as I'm concerned at least, there is a great need within their community for—

**Hon. Mr. McNie:** But there has been a good deal done, of course, in the upgrading and general training programmes on the reservations, as you know.

**Mr. R. S. Smith:** Yes.

**Hon. Mr. McNie:** You're thinking about the specific social work.

**Mr. R. S. Smith:** The need is for the training of native people in social development to go back into their own communities, and obviously there are developing job opportunities within that specific area that haven't existed before because of the interest taken by the people themselves in their own association.

**Hon. Mr. White:** Do you feel this could be best done outside the reservation or on the reservation?

**Mr. R. S. Smith:** I think that in my area, and of course I am not knowledgeable about—

**Hon. Mr. McNie:** No, but I mean the training itself. Our experience has been—and our people have been very successful—that they have gone on to the reservations, in a number of instances. The colleges—Cambrian, Canadore, Confederation and Northern Sault—have gone on to the reservations and then when the training job is done they have left, which is, apparently, as I understand it, one of the few instances where the white men leave after the job is done.

**Mr. R. S. Smith:** Except that in that area, maybe you would to some extent, but basically you wouldn't touch the Métis and the non-status group who may well be living and generally are living off the reservation itself.

**Hon. Mr. McNie:** Off the reservation, I see, yes. Well that's an important point, too.

**Mr. R. S. Smith:** And they are an important group of people; they are maybe even a larger group than you find on the reservations.

**Hon. Mr. McNie:** We would be glad to look into it and to talk to Canadore; if you

think that they are the people to talk to about it, and see what representations have been made to them and if any special accommodations can be made.

**Mr. Sisco:** Mr. Chairman, if I could add one bit of information to that. On some programmes, social work and early childhood education, there are quotas because of the limited employment opportunity. We have made a policy in the past, and I know it applies to early childhood education, of waiving the quota for native peoples who want to come and take the training and go back and use it on the reservation. We have had something close to a dozen Indian girls take the early childhood education programmes in a number of the colleges and then go back to reservations and take them. We are not rigid on our entrance requirements for these people. If, in the opinion of those who advise us, they are capable of coping with the programme, we will let them in.

**Mrs. Campbell:** I should ask a question like anybody else, if you are going to leave the matter open to debate—

**Mr. Chairman:** Okay, Mrs. Campbell, carry on. You made a motion and—

**Mrs. Campbell:** I made a motion and the amendment carried that the motion would not be put until the end of the debate. You can't have it both ways, Mr. Chairman.

**Mr. Chairman:** Okay, go ahead.

**Mrs. Campbell:** I would like to know, since we have discussed this matter of the early childhood living programme, where the Council of Regents stands on this? Why do they feel that this is something which should be set up in competition to the educational programmes which have been done apart from the colleges, and what is the estimated value of this programme as opposed to the educational programmes? These are more of a nursery school type of programme than an educational programme. I would like to know where the validity is in setting up something to compete, when the whole attitude of the regents is that you don't set up things to compete.

**Mr. Sisco:** The early childhood education programme was set up originally in response to a stated need by particularly the then Department of Social and Family Services for daycare centres and for pre-school home institutions, both privately operated and in some cases publicly operated, and it is a very excellent and a very popular programme and

these people have done a very good job with it.

**Mrs. Campbell:** Mr. Chairman, my question is this. We need nursery schools and we need nursery school teachers, but is it not a fact that at this point in time, both within and without the ministry, there is an apparent thrust to have this kind of course take the place of the educational course which has an entirely different concept, and is in fact a part of the educational system?

**Hon. Mr. McNie:** You refer to the educational system. You mean the universities?

**Mr. Sisco:** Kindergarten.

**Mrs. Campbell:** Yes. Well, they are pre-kindergarten. They are not kindergarten. Most of these people who are teaching in this programme on an educational basis not only have an educational training but they also have additional courses, upgrading courses if you want to call them that, over the normal educational programme. Yet this kind of thing is now going to compete with the educational programme, and that disturbs me.

**Hon. Mr. McNie:** Perhaps I can speak to this. As you suggested, I think you used the words that people have different concepts or different ideas about what is involved. We are not only talking about pre-school, we are talking about day nurseries and pre-school.

**Mrs. Campbell:** That's right.

**Hon. Mr. McNie:** You understand, but I know a lot of people are confused sometimes as to what we are talking about. There is also the movement known as the co-op nursery school movement, which has been using people from the CAATs to good advantage as well as graduates from the universities. I think the whole problem of responsibility vis-à-vis Community and Social Services and the Ministry of Education is right now before the policy field.

**Mrs. Campbell:** With a task force.

**Hon. Mr. McNie:** And they are well aware of the fact that there are some conflicts. On the other hand we don't expect that we'll ever resolve conflicts in these educational areas because there are no absolutes as to what is the best way or the best time to handle pre-school training. But they're like children: just when you think you have figured them out, they've changed. I think that we are trying very hard to reconcile these differences.

In the meantime, I think the community colleges have been doing a very excellent job in these programmes, and preparing young people not only for the nursery schools and for some of the daycare centres, but for work in other fields too that involve children. I think that while it is in a sense competing, I suppose it all depends on what the end result is that you expect to achieve.

**Mrs. Campbell:** Mr. Chairman, I find it interesting that in this area we are not so concerned, or at least it may be as a result of the policy discussions going on, and the task force which does not include those who have been in the educational field of the early learning programmes—it is interesting that the philosophy of this department is different in this area, or appears to be, from what it is in the apprenticeship and certification programmes there.

There we feel that we must bolster the man basically who has the certificate and it must be on a very fixed basis. Yet here we seem to be inclined to say that you can make a nursery school teach interchangeable with an educational teacher in the early training programmes. I suggest that it is a sad thing.

I think that as far as the colleges are concerned, what they have done in the nursery school training is undoubtedly a tremendous advantage when we need so badly daycare centres for children. But I am worried about it when it becomes a matter of study even as to whether they can replace those in the educational field.

**Hon. Mr. McNie:** Or vice versa sometimes.

**Mrs. Campbell:** No, I think that the demand for those in the educational field is such that the supply doesn't catch up with them and I don't think they are at all interfering with nursery school programmes.

**Hon. Mr. McNie:** I was talking about qualifications, I wasn't talking about supply.

**Mr. Chairman:** Mr. Minister, I have been sitting here waiting for some mention of the Council of Regents for the last five minutes. I haven't heard it and quite frankly I think both of you are straying from the point.

**Mrs. Campbell:** I have asked why they would set up such a programme in view of this other programme and the fact that it now appears to be a competing thing.

**Hon. Mr. McNie:** Well, there is a need. I think there was a definite need for people for nursery schools and for daycare centres. The

community colleges were able to supply them.

**Mrs. Campbell:** I also was interested in the statement by the chairman about the way in which this Council of Regents fluctuates. I would think that that in itself would create difficulties for the colleges. Is there any real reason why the colleges per se should not have some representation? Is there anything that precludes that? It's as though they were a kind of pariah that had to have something imposed from above.

**Hon. Mr. McNie:** I might say first of all the colleges do have their own organization and also the boards of governors have their own organization. There is a frequent interplay between the two types of councils.

**Mrs. Campbell:** Where are they funded? They are not funded under this—

**Hon. Mr. McNie:** They are voluntary associations.

**Mrs. Campbell:** Yes. And I suppose—

**Mr. Laughren:** It is apparent that the Council of Regents is getting more uncomfortable by the minute.

**Hon. Mr. McNie:** Mr. Sisco, would you like to be uncomfortable for a minute? Why aren't there representatives of the colleges on the Council of Regents?

**Mr. Sisco:** Well, the council members are appointed by order in council so it goes a little past my level. But I would like to point out that there are two members of boards of governors and there are two presidents who attend each meeting of the council as visitors but who also take part in debate and are there as resource people.

It has also been the policy, when vacancies occur on the council, to fill some of them by outstanding members of boards of governors from various parts of the province. So that over the period that I have been chairman which is three years, there have been and still are about five former members of boards of governors who have been appointed to the council. Now they resign as members of boards of governors when they are appointed because there would be a conflict of interest in assessing programmes and so on.

**Mrs. Campbell:** But as far as those who are representing universities are concerned, have they resigned from anything else?

**Mr. Sisco:** The one university member that we have now—Dean Uffen—has not resigned

from anything else to my knowledge. I don't think that there would be any conflict on his part.

**Mrs. Campbell:** Well, wasn't Reva Gerstein—is she still not—

**Mr. Sisco:** Oh, I don't think she is associated with York University, but I am not sure of that.

**Dr. Parr:** She is not associated with York University.

**Mr. Chairman:** Mrs. Campbell has moved that the item be reduced to—

**Mr. Foulds:** Oh, I have four quick questions, if I might, Mr. Chairman. I just haven't stated them yet.

First of all: does the Council of Regents strike a subcommittee of its members to carry on negotiations with the CSAO and who are the members of that negotiating committee?

**Mr. Sisco:** We have a staff affairs committee. The council has three standing committees; one of them is the staff affairs committee. I haven't got the committee breakdown with me but that committee is chaired by Mr. Ladyman, who is director and international vice-president of the International Brotherhood of Electrical Workers, vice-president of the Canadian Labour Congress and a member of the Economic Council of Canada.

**Mr. Foulds:** How does the CSAO make up its negotiating team to confront the Council of Regents?

**Mr. Sisco:** It's my understanding that they have their professional representatives from CSAO and a member from each of the colleges.

**Mr. Foulds:** Fine. I would like to move on then. I may have missed this last night but does the Council of Regents have, in fact, an overall five-year plan for the colleges as each individual college supposedly has a five-year plan?

**Mr. Sisco:** If I may answer, Mr. Chairman, the answer is no, there is no locked plan. If I could expand on this a little bit, the original legislation very deliberately tried to avoid a locked-step system, and as a result, although final power resides with the minister, it is delegated to different levels. There were some immediate objectives to that legislation; one was to get the faculty out of the civil service and there were a number of academic



reasons for that. They wanted a more flexible building plan and they wanted the initiative locally. In no way is it a system that is capable of unilateral direction; there is interaction but there—

**Mr. Foulds:** That's not my question, Mr. Sisco; you have neatly sidestepped the issue. There is no reason the Council of Regents can't devise an overall five-year programme for the college system in the province. There is no reason they can't do that and yet leave the colleges at their stage of development.

I'm not advocating that the same five-year plan be imposed on each college. Surely, if the college system is going anywhere in this province, you need to have an overview of direction of where that system is going as opposed to the individual parts. It didn't give you any difficulty to get your computers working to spew out the overall attrition statistics and lose the component parts. Surely it wouldn't be difficult for the Council of Regents to have the component parts of the individual colleges—notice how I interject the words "Council of Regents"?

**Mr. Chairman:** Yes, I know, but it was the ministry's considered—

**Mr. Foulds:** Surely it wouldn't be difficult for the Council of Regents to take the component parts—that is, the five-year plans for each of the individual colleges—and, viewing those, design a five-year or four-year or seven-year programme, a long-range programme for the development of the college system in the province? Surely that would be consistent with the supposed philosophical purpose of the Council of Regents to provide direction for the colleges?

**Hon. Mr. McNie:** There is also another philosophy and that was to make these community colleges, as we have discussed earlier, as much a part of the community as possible. Implicit in that, I think, is the understanding that they develop their five-year plans and that the council take these into account.

**Mr. Foulds:** Yes, but in effect, the council rejects those.

**Hon. Mr. McNie:** That's right, to the extent that the council is making five-year determinations itself.

**Mr. Foulds:** No. It is not making five-year determinations. It is making one-year rejections. It is not making initiatives.

**Hon. Mr. McNie:** No, they are looking at five-year projections.

**Mr. Foulds:** At projections of what the college has in terms of student enrolment and that kind of thing.

**Hon. Mr. McNie:** And a lot of other programming, that's right.

**Mr. Foulds:** But they aren't looking at the overall system. And if they aren't looking at the overall system, there is no earthly reason why there should be a provincial body such as this. You know, if the members are just taking it that they are a review board looking at each individual case, one by one, surely the minister could do that in his off-hours? A man of your capability.

**Hon. Mr. McNie:** The government and the ministry are doing multi-year planning and I am sure that, in fact, the council should be doing the same thing.

**Mrs. Campbell:** Should be.

**Mr. Foulds:** Are you undertaking that commitment for them, Mr. Minister?

**Hon. Mr. McNie:** I think they should be looking more than a year ahead.

**Mr. Foulds:** You heard that, Mr. Sisco, and I will let the matter rest, Mr. Chairman.

**Mr. Chairman:** Mrs. Campbell moves that the item be reduced to \$1 and Mr. Laughren has moved an amendment that it be further reduced to 50 cents.

All those in favour of the amendment, please say "aye."

All those opposed to the amendment say "nay."

In my opinion, the "nays" have it. I declare the amendment lost.

Now the vote on the motion. Mrs. Campbell moved the item be reduced to \$1. All those in favour of the motion, please say "aye."

All those opposed will please say "nay."

In my opinion, the "nays" have it. I declare the motion lost.

Shall item 5 carry?

Item 5 agreed to.

Vote 2403 agreed to.

**Mr. Foulds:** I don't want any criticism from you guys about the college system after this.

**Mr. Morrow:** Mr. Sisco would be without a job.

**Mr. Chairman:** We were to adjourn at 4:30. It is now 4:30. Before we start any new programmes, tomorrow we will carry on with the student affairs programme, vote 2404, after the question period and for the duration of the sitting of the House. I haven't heard whether there is going to be a night sitting.

**Hon. Mr. McNie:** Tonight, as you recall, there is a dinner meeting in connection with a seminar and there are tickets available. I have some here if you would like to pick them up. It is at 7 o'clock tonight.

The committee adjourned at 4:32 o'clock, p.m.

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# Legislature of Ontario Debates

## **STANDING COMMITTEE ON SUPPLY**

**Estimates, Ministry of Colleges  
and Universities**

**Chairman: Mr. S. B. Handleman**

**OFFICIAL REPORT — DAILY EDITION**

**Third Session of the Twenty-Ninth Legislature**

**Wednesday, June 13, 1973**

**Speaker: Honourable Allan Edward Reuter**

**Clerk: Roderick Lewis, QC**

**OFFICE OF THE SPEAKER  
PARLIAMENT BUILDINGS, TORONTO  
1973**



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(Daily index of proceedings appears at back of this issue.)

# LEGISLATIVE ASSEMBLY OF ONTARIO

WEDNESDAY, JUNE 13, 1973

The committee met at 3:10 o'clock, p.m., in committee room No. 1; Mr. R. B. Beckett in the chair.

## ESTIMATES, MINISTRY OF COLLEGES AND UNIVERSITIES (continued)

On vote 2404:

**Mr. Chairman:** I have notices of three substitutions: Mr. Villeneuve for Mr. Morrow, Mr. Maack for Mr. Handleman, Mr. Havrot for Mr. McIlveen. Of course, Mrs. Campbell and Mr. Laughren are already on record.

I believe when we finished off last night we were prepared to start on 2404. Mr. Minister, is there anything you wish to tell us on that?

**Mrs. M. Campbell (St. George):** Would it be in order, if the minister is going to tell us something, that we have a quorum?

**Mr. Chairman:** I beg your pardon?

**Mrs. Campbell:** Would it be in order that we have a quorum, Mr. Chairman?

**Mr. Chairman:** Well, I have been thinking that for some days, but nobody objected so I thought my opinion must be an individual one.

**Mrs. Campbell:** I will call to your attention the fact that we don't appear to have one.

**Mr. F. Laughren (Nickel Belt):** Are you calling a quorum or just putting out feelers?

**Mrs. Campbell:** I'm told that all I need to do is draw it to the attention of—

**Mr. Chairman:** Well, we will do a quick count—one, two, three, four, five, six.

**Mrs. Campbell:** Could you count the other way and maybe make it seven?

**Mr. L. Maack (Parry Sound):** Would you like me, Mr. Chairman, to call Mr. Villeneuve?

**Mr. Chairman:** Yes, or, failing Mr. Villeneuve, Mr. Havrot.

Interjections by hon. members.

**Mr. Chairman:** I now call this meeting to order. Is there anything you wish to tell us, Mr. Minister?

**Hon. J. McNie (Minister of Colleges and Universities):** I was just going to suggest that in the first vote, programme administration, it might save time if Mr. Kidd, who is the director of our common services branch and very familiar with this item, spoke to it.

**Mr. Laughren:** Director of the what?

**Mrs. Campbell:** That was the vote in the first thing we did.

**Hon. Mr. McNie:** Common services. That was the new branch we set up—remember? It was going to be sort of an umbrella, and provide all means of services at much less cost than previously.

**Mrs. Campbell:** He has so many umbrellas around here. There must be an awful lot of leaks or drips, I don't know which.

**Mr. J. F. Foulds (Port Arthur):** It should be a parasol.

**Mr. F. J. Kidd (Executive Director, Common Services Division):** Programme administration comprises the salaries and wages of employees in the student awards branch. There are 63 employees, comprising a director, assistant director, special projects officer, nine section heads, six secretarial staff, 44 clerical staff, one audit officer.

You should note that of the section heads, seven are female out of the nine section heads.

**Mrs. Campbell:** I'm getting through to you!

**Mr. Kidd:** Transportation and communications with an item for \$20,400 comprises the travel of the branch, especially with the verification section, the audit section and also \$10,000 for the travel of the committee on student awards. Services, \$223,500. The majority of this item is for computer process-



ing; all applications are processed on a computer. The total computing cost is \$178,500. The printing of the application forms, leaflets and brochures, \$33,000. The rest of the item is for duplicating, credit ratings for verification and workshops held with the student awards officers at the various institutions. Supplies and equipment, the normal ongoing office equipment for the branch—desks, chairs, typewriters, stationery, and so on.

**Mr. Chairman:** Mr. Laughren.

**Mr. Laughren:** I would just comment that the member for St. George continues to reinforce the Liberal Party's commitment to tokenism, by acquiescing in the statement of Mr. Kidd—

**Mrs. Campbell:** I didn't acquiesce.

**Mr. Laughren:**—that although the director and the assistant director were male, because there are some other people in that branch who are female, that everything is okay.

**Mrs. Campbell:** I did not acquiesce, Mr. Chairman. I simply said they are learning. It is a learning process.

**Mr. Laughren:** You must maintain your commitment. I wouldn't waver from that.

**Mr. Chairman:** Mrs. Campbell.

**Mrs. Campbell:** Mr. Chairman, I have a few questions. I note we have 63 people involved in this. The supplies and equipment includes, I note, chairs and desks, I wonder how many of them sit down on this \$7,300? That is not a serious question.

I am wanting to address myself to the actual award programme so I really don't think that I am going to pursue this one, other than to say this whole ministry seems to be a very mobile ministry, and I wonder if you don't get clogged up meeting each other in all sorts of places with the transportation that is involved throughout the programme. I wonder sometimes if we wouldn't have available to us a little more funding for students if we didn't have so much of this other sort of material—

**Hon. Mr. McNie:** As a matter of fact, to answer that very quickly, I don't think that we do nearly enough travelling round the province right now.

**Mrs. Campbell:** Oh, dear.

**Hon. Mr. McNie:** I said that earlier. More of our ministry has got to get on the campus more frequently.

**Mrs. Campbell:** Well, I would think this probably is true, but not everybody in every vote, surely?

**Hon. Mr. McNie:** No. But student awards is certainly one place where there is that need.

**Mrs. Campbell:** Yes, I was just wondering if grants isn't a case where you might want to encourage more travelling and take a little less in the other votes. However, we have approved the other votes, and I am not prepared to try to move any more funds on this.

**Hon. Mr. McNie:** If you'd like to propose that I not visit any of the campuses in the coming year, I can't accept it.

**Mrs. Campbell:** I don't know. I might just do that. Seriously, I think my remarks are pretty basically on the student support portion of this programme and I am not going to say anything further at this time, on this portion.

**Mr. Chairman:** I was thinking, Mrs. Campbell, in a facetious manner. We couldn't very well stop the minister from visiting McMaster because I understand he just lives across the street.

**Mrs. Campbell:** Yes, he's told us that and he has been bothered by it.

**Hon. Mr. McNie:** I don't make a charge for it.

**Mr. R. S. Smith (Nipissing):** You don't use the government planes though, do you?

**Hon. Mr. McNie:** Let me tell you an incident. We were late one day going in there to the faculty club and we stopped at the gate. I knew the answer but the driver apparently didn't think I did. He said, "Where's the faculty club?" I told him there it was and he started to drive on. The fellow at the gate said, "That will be 35 cents, please". That was after he told him who was coming in.

**Mr. Foulds:** Did they stamp your passport?

**Mr. Chairman:** Mr. Laughren.

**Hon. Mr. McNie:** I knew where I stood.

**Mr. Laughren:** Just one or two questions, Mr. Chairman. What was the actual expenditures in the programme administration last year?

**Mr. Kidd:** It was \$776,780.

**Mr. Laughren:** That is all.

**Mr. R. S. Smith:** I have one short question. You indicated that the people from the ministry should be on the campuses more with regard to this specific programme. What about the graduating classes at the high school? I think that perhaps there is a greater need there than on the campus.

**Hon. Mr. McNie:** This does include the high schools.

**Mr. Kidd:** We have an employee in our information branch who regularly travels around to high schools, visits the students and explains the programme to them.

**Mr. R. S. Smith:** How many employees do you have doing that?

**Mr. Kidd:** One full-time.

**Hon. Mr. McNie:** She is a very charming young lady and we are glad to have her.

**Mr. R. S. Smith:** Yes, but she is pretty well stretching herself.

**Mr. D. Bethune** (Director, Student Awards): Mr. Chairman, if I may, there are three of us that can be involved in this. Miss Barrett on my staff, who is my special projects and liaison officer, backs up the officer from the information branch who does this sort of thing and I'm also on call myself to do this sort of thing. There are others who we are quite willing to send out if we are invited. It is amazing how few times we are invited, so that we often have to force ourselves upon them just a little bit.

**Mr. R. S. Smith:** In other words, you go at the invitation of the guidance director or the principal.

**Mr. Bethune:** Or we suggest that they invite us. We like them to do that.

**Mrs. Campbell:** "Please invite us."

**Mrs. R. S. Smith:** It is amazing the number of students at the high school level, in the graduating classes, who may be going on to post-secondary education, who don't understand really what's available to them and in fact, don't even know that the programme exists. I don't fault your area for that but,

obviously, there has to be some type of a programme developed within the guidance programme of the high school or the—

**An hon. member:** The Ministry of Education.

**Mr. R. S. Smith:** Yes, I realize, it is the Ministry of Education, but it is your money.

**Hon. Mr. McNie:** I agree that from the standpoint of a lot of the students the programme is unnecessarily complex, particularly if they have to write away for one of the forms. To read the forms, I think, is enough to discourage anyone from sometimes applying.

**Mrs. Campbell:** From applying.

**Hon. Mr. McNie:** There is a lot of work being done by Miss Barrett and we are well aware of the fact that this can be improved.

**Mr. R. S. Smith:** That is all I have on this.

**Mr. Chairman:** Thank you. Anyone else wish to speak to this item?

**Mr. E. P. Morningstar** (Welland): I am a little late, Mr. Chairman.

**Mr. Chairman:** Item 1, vote 2404, carried? Item 1, agreed to.

On vote 2404:

**Mr. Chairman:** Item 2, student support, Mrs. Campbell.

**Mrs. Campbell:** Mr. Chairman, I have several questions on the student support programme. First of all, I presume this is the place where I can question the addition on the student awards programme for the nursing students. Is this correct?

**Hon. Mr. McNie:** I wonder, Mr. Chairman, before we start off on this, which has a lot of ramifications including nursing, if I might just read this statement. It is a rather lengthy statement, but it might help to orient some of our people here on his subject. As you know, we are involved with Canada student loans on this programme and sometimes it is hard for people to know where one stops and one starts.

First of all, the programme is intended to supplement rather than replace the family or student resources of the fundamental programme, the Canada student loan programme. Students are classified in groups and there are two classifications. Group A is considered as dependent on parents. Those classified as

group B are considered independent of parental support.

Group B consists of two categories. I am sorry if you get a little confused but we will try to get it straightened out. The two are (a) married prior to the first day of the month on which the classes normally commence for the academic year applied for; and (b) over 24 years of age prior to the first day of the month of which the classes normally commence for the academic year applied for.

Modified group (a) is a student applicant who has successfully completed three or more years of post-secondary education and has been in the labour force for a period of three years or more, or a combination of both totalling three years or more. The assessment is based on parental gross income of less than \$5,000,

In the award composition the first \$800 of any award is loan under the Canada Student Loan Programme and the balance, beyond \$800, is grant. In 1972-73 the number of recipients of grants were 37,000; the average grant was \$664. In 1971-72 the recipients of grants numbered 44,800 with the average grant of \$659.

The increase in tuition fees and loan ceilings that affect accessibility a portion of those attending post-secondary institutions, entitlement of students at CAATs, regional variations—perhaps we could pass on to these subjects as they will inevitably come up in our discussion. We have been having meetings with the people in Ottawa continuously trying to get the Canada Student Loan Programme improved, and we were very successful this spring in getting them to improve some facets of the programme, keeping in mind that theirs is all loan and all repayable, together with interest, whereas ours is an outright grant which is not repayable.

There are appeals procedures which we can discuss whenever you feel is an appropriate time and, I think, perhaps, Mr. Chairman, we could just move on. As you know, it was announced in the House that we have made some considerable modifications to the programme for the upcoming year which I will be glad to discuss at your discretion. These modifications have already been announced.

**Mr. Chairman:** Mrs. Campbell, please.

**Mrs. Campbell:** I first asked the question if this were the place in which to discuss the programme as it relates to the nursing student programme. I presume it is because

I was stopped when I tried to get into it in an earlier vote.

If I may, for a little background information, I would like to point out one of the things that has disturbed me about the move of the nursing student into the community college programme. I am not opposing it, it is just that I am posing a question in my own mind. What disturbs me is that this has been a profession which in the past has attracted those who were not largely middle-income group people, but who were in the lower income bracket. And it does bother me somewhat that these people are now being transferred into this programme from that point of view only. I don't presume to say what should be done about the programme.

I know that RNAO is somewhat disturbed, too, about the fact that many of these nursing students have gone into this field not only because they have talent for it, but also because it is a way for them to become a support for other members of the family. Therefore the whole awards programme is something that concerns many people as it may apply to that group in the community.

I would like to hear from the minister if any kind of consideration has been given to it. To me, it is sad philosophically to see a group such as this enter into a programme which may preclude those who aren't of middle-income orientation; but no doubt the ministry has thought about it, and I would like to hear about that.

I am also wondering if the nursing students would be eligible for the part-time programme, or whether there is any differentiation there. Those are two of the points. And I did, I think, misunderstand something that the minister said because I thought he spoke about the increase in the loan ceiling and yet I thought there wasn't to be an increase.

**Hon. Mr. McNie:** No, there isn't any. I was just telling you where it was right now.

**Mrs. Campbell:** I see.

**Hon. Mr. McNie:** The first \$800 is loan.

**Mrs. Campbell:** Yes—

**Hon. Mr. McNie:** It is exactly the same as it was last year.

**Mrs. Campbell:** And there is no proposal here to increase it, that's correct. Fine. That's the first part of my question on this vote.



**Mr. Chairman:** Do you want to answer that right now?

**Hon. Mr. McNie:** Yes, the nurses have been taken into account obviously, going into the CAAT programme and they get the same benefits as any other students. Perhaps Mr. Bethune could speak to it more specifically.

**Mr. Bethune:** Yes. They are in the same position even now before they go into the Colleges of Applied Arts and Technology, that when residence costs and fees were imposed upon the nurses—and this year of course the first-year nurses have the full load of board and lodging, plus their tuition costs. The second-year nurses have tuition fees only.

They are covered under the Ontario student awards programme and I think it's fair to say that those who come from lower income groups are being looked after in the same fashion as for any other post-secondary programme. There's no question about it, we have had an increase in the number of nursing students who have applied and who have received assistance.

**Mrs. Campbell:** It didn't answer my question, except the technical aspects.

**Mr. Bethune:** As far as I can understand in our liaison with the nursing schools the programme seems to have satisfied the financial requirements. They have found no fall-off in the number of applicants, the numbers accepted or the numbers who have actually appeared on the scene and have registered in their courses. I think this is indicative that the programme does satisfy those who need financial assistance.

**Mrs. Campbell:** Mr. Chairman, I don't want to labour it, but I'm wondering if there's been any kind of survey. It's quite possible that you would get the same number; I'm just wondering however, whether there has been a change in the income orientation of the group with the change-over to the community college. That really was my question.

**Hon. Mr. McNie:** I don't think we would know that yet.

**Mrs. Campbell:** No, this is the trouble.

**Hon. Mr. McNie:** It certainly is worth a study. I know I was impressed with the fact that such a large proportion of the girls going into nursing were coming from rural or semi-rural communities, as opposed to the

metropolitan communities. That doesn't necessarily mean that they're coming from lower income groups—

**Mrs. Campbell:** Oh, no.

**Hon. Mr. McNie:** —but their resources may be limited.

**Mrs. Campbell:** I would just ask then that perhaps the ministry would look at this for experience in the next while.

**Hon. Mr. McNie:** Yes, certainly.

**Mrs. Campbell:** And do I take it then, the answer on the part-time situation is yes, the same as anyone else? Is that correct?

Now, I have questions on other portions. I'm perfectly willing to yield on this one to someone else, if it is understood that I can come back on others later in the vote. Do you have some questions on this?

**Mr. Chairman:** Mr. Laughren?

**Mr. Laughren:** Yes, I would like to deal at some length with the problem of student aid, Mr. Chairman.

**Hon. Mr. McNie:** Before we do, if you're going to speak at length in putting something on record, maybe it might be just as worthwhile putting some of our position on record too.

We are modifying, as you know, the present student awards programme to bring the needs assessment more in line with today's costs and to accommodate other considerations. This is being done in a number of ways, not only to accommodate students who are already in the stream of colleges and universities, but also to encourage some who are in the high schools.

For instance, we have made it possible now, to encourage scholarship and academic excellence, to increase exemptions under the OSA programme from the figure of \$150 which was previously allowed, to the extent of their fee, which may be as high as \$600 or \$700. This will result in higher loans and grants for good scholars.

There is a decided improvement in the parental contribution table which has been adopted. This now boosts the basic family allowance from \$1,800 to \$4,000, which again makes an additional \$5 million in grants through OSAP, based on our projection figures, to students from lower and middle-income families.

Third, where both of the student's parents are working, the allowable deduction is in-

creased and now includes a babysitting allowance.

Fourth, the weekly miscellaneous allowance had been increased by about 10 per cent to supplement existing provisions for meeting costs of tuition, books, transportation, and so on.

Fifth, married students will benefit to the extent of half a million dollars in grants as a result of a modified assessment procedure.

Sixth, Ontario students who have worked for at least two full years and who wish to be financially independent of their parents can now apply for independent status under the Canada Student Loan Programme.

Seventh, to assist students through high school the Ministry of Colleges and Universities is doubling the number of \$100 bursaries available to grade 12 and 13 students. This is not to be confused with the other programme through the Ministry of Education.

It should be noted that considerable progress has been made leading to these improvements, but to date we have had no response in two areas. One is the conditional repayment which we have discussed at length with them along with the other provinces as recently as April; and aid for part-time students under the existing student-loan programme. This again is a matter of concern for all provinces. As a means of aiding part-time students we are already undertaking to encourage the universities and colleges to permit students to spread their payments over the period of the year.

**Mr. Laughren:** You seem embarrassed by these steps, Mr. Minister.

**Hon. Mr. McNie:** Well, we are not. I indicated at the time in the House that we felt there was lots of room for improvement, but we would be happy to point to other jurisdictions which have made substantial headway in this area, because it's a very complex field, as you know, and I am sure you looked at it very closely.

The ministry is also undertaking a programme which will make bank loans accessible to part-time students and also to full-time students who choose to be financially independent of their parents and yet who do not presently qualify under OSAP or the Canada Student Loan Programme for support. We are still talking with Ottawa about some of these programmes and we are doing some experimenting this year ourselves to see what might be done by way of

providing more equitability in this field for those in need.

**Mr. Morningstar:** Mr. Chairman, if I may—

**Mr. Chairman:** No, sir. I am sorry. Mr. Laughren has the floor. I will put you on the list.

**Mr. Laughren:** Mr. Chairman, in deference to the Conservative member for Oxford's presence here, I will attempt to stay away from the whole problem of sex discrimination so that I don't unduly expose his fetishes.

**Mr. H. C. Parrott (Oxford):** I'd like to get this in. I wish he wouldn't refer to me so frequently on this subject. I have tried to tell him on numerous occasions that it's one I enjoy and I would like to hear him expound on it far more than he has. I just don't understand his attitude.

**Mrs. Campbell:** What is one you enjoy?

**Mr. Parrott:** Whatever subject he is talking about! I enjoy listening to him.

**Mr. Laughren:** Why is it the member gets up and walks out as soon as we start talking about sex discrimination?

**Mr. Parrott:** You were too long. I can't stand long-winded speeches even from you.

**Mr. Chairman:** Let's get around to the record here.

**Mr. R. S. Smith:** Maybe if the two left we could get along better.

**An hon. member:** Hear, hear! I'll go along with that.

**Mr. Laughren:** Well, I do want to talk about student aid at length because I think that is an extremely important topic. I think, since there is very little chance that this government will eliminate tuition fees in the foreseeable future, that the least they could do is to provide a student aid programme that has some degree of humanity to it and is not so regressive. The whole problem of having the first \$800 of student aid as a loan is a joke. But I will deal with that further.

**Hon. Mr. McNie:** You realize that in most provinces it is \$1,400?

**Mr. Laughren:** Yes. And you know, now that you mention that, Mr. Minister, I have really been struck by your concern about other jurisdictions.

**Hon. Mr. McNie:** We are concerned with other jurisdictions, as a matter of fact. We would like to see equitability for students right across the country. I have talked to students about this and felt that sometimes their brief might be more impressive if they were leaning as heavily on Ottawa as they were on Ontario, because then they would be in a position to level out the opportunities that you express some concerns with. We find ourselves with more people participating per capita here in Ontario than most other provinces even though their means in some provinces are much more limited.

**Mr. Laughren:** But leaning on Ottawa is akin to leaning on Queen's Park; it really doesn't accomplish much.

**Mrs. Campbell:** Not according to this ministry!

**Mr. Laughren:** But I was struck by the Council of Ontario Universities report, "Towards 2000." I am sure that you and at least Mr. Bethune are familiar with it.

**Hon. Mr. McNie:** Which report is this?

**Mr. Laughren:** "Towards 2,000" — the Council of Ontario Universities report of their committee on research and planning which they made in 1971, published by McClelland and Stewart.

One of their comments really struck me concerning accessibility, because that's what really we are talking about when we talk about student aid, when we talk about tuition fees. Since we have already dealt with tuition fees—and you know that I think there shouldn't be any—I would like to quote briefly from that report, if I may, Mr. Chairman.

**Hon. Mr. McNie:** Just before you read that, so that I am clear, your position and your party's position is that there should be no fees for post-secondary learning at any level. Is that what you are saying? No matter how long a person continues on it?

**Mr. Laughren:** You articulate it very well.

**Hon. Mr. McNie:** That's fine. I just wanted to be sure what you were saying.

**Mr. Laughren:** Yes.

**Hon. Mr. McNie:** Even, you know, if they stay eight or nine years and no matter what course they take — no condition for repayment? No condition for repayment, for instance, no matter what their earnings in the future?

**Mr. Laughren:** I think a contingency repayment scheme is repugnant. Let's face it, if you have a truly progressive income tax, they pay for it anyway.

**Hon. Mr. McNie:** I just wanted to be very clear as to what your position is. Your party's position that there be no fees for anyone attending any post-secondary institution?

**Mr. Laughren:** Certainly not.

**Hon. Mr. McNie:** No matter how long they stay.

**Mr. Laughren:** Certainly not.

**Hon. Mr. McNie:** No matter what their earnings are when they—

**Mr. Laughren:** Certainly not in a three-year or two-year programme in—

**Hon. Mr. McNie:** Why differentiate?

**Mr. Laughren:** —colleges or in universities. I think that when I am the Minister of Colleges and Universities you can explore that problem further with me.

**Mr. Parrott:** You will be back to school, Mr. Minister.

**Mr. Laughren:** I don't think the minister has completed his last course or two yet, has he?

**Hon. Mr. McNie:** I'll get the last one for nothing then?

**Mr. Laughren:** Well, if it happens that quickly, yes, that's fine. Have you enrolled yet?

**Mr. Chairman,** may I quote from that report—interjections notwithstanding?

We have adopted accessibility of post-secondary education as the major principle that should govern future development. This has always been a matter of abstract justice, more recently of social right, and with the new centrality of knowledge it will become a matter of necessity. We have shown that this is going to involve a greater geographic and socio-economic outreach than before, and eventually an extension of the open door policy to the highest levels. With the existing well-documented class structure of Canada—

and I would stress that term "class structure" to both the members of the government and the member of the Liberal Party who is here:



and the way in which the dice are loaded against the children of the poor, we have examined what the post-secondary educational part of the social milieu can do to redress the balance. And we believe it can do a great deal.

We suggest ways of broadening the base and opening and multiplying the upper roots of the system of post-secondary education so that no student will find himself blocked from further progress by the rigidities in the system. We have urged special concern for young people in isolated and sparsely populated parts of the province.

Regarding the financial support of students, we hope to see a greater proportional reliance on grants, subject to means tests, and we have suggested that financial credits towards post-secondary educational expenses might be accumulated by students during their years in secondary school. We visualize a multiplication of opportunities for post-secondary education across the province and have suggested an investigation of one particular method as an interesting potential for quality and economy. We believe that education is becoming a lifetime matter to be continued or resumed at intervals in order to keep up with the pace of change.

I think they expressed it most eloquently.

**Hon. Mr. McNie:** You would admit that universities might have a special interest in preparing a brief of that kind, without taking anything away from their concern about student accessibility.

**Mr. Laughren:** Yes, except that I also believe—which you may not do, according to your remarks, if I get what is inferred in your remarks—I believe that they have more integrity than to make that statement for selfish reasons. What you are implying is that they would do it for their own selfish reasons.

**Hon. Mr. McNie:** Oh, I think you have suggested on other occasions that perhaps the BIU, for instance, has influenced their approach to some of the things they have done.

**Mr. Laughren:** Well, what has influenced them is that when they attempt to get more for themselves, they know the pie is only so big and that they are hurting one of their poor sisters in the educational system. That is what is so perverse about the way it is now.

The federal government, through Statistics Canada, has prepared some statistics on student withdrawals from Canadian Universities and Yvonne Ferland, the chief of student information section of Statistics Canada, made some interesting points in this regard in September, 1972. Even though you, Mr. Minister, your predecessor, and the Premier (Mr. Davis) have stated on a number of occasions your assurance that nobody in Ontario will be denied access to post-secondary education as a result of income, the statistical information available through Statistics Canada indicates that you are dead wrong.

The study by Statistics Canada classified drop-outs in two ways: (1) Those who had successfully completed any undergraduate year other than the graduating year and had failed to return to that university the following fall; and (2) Those applicants for entrance to universities who had been accepted but had not registered in the fall. And the single most often quoted reason for withdrawal was lack of money.

In Ontario—speaking strictly about Ontario—there were 4,511 students who failed to return to university in the fall of 1971, and 13 per cent or 486 of those students stated that the lack of money was their only reason for not returning—their only reason, Mr. Chairman. Of the 1,690 students who had been accepted but failed to register in September 1971, 15 per cent or 254 stated lack of money was their only reason for not attending.

Now, it seems to me that when the government makes a commitment that lack of money will not prevent students from attending a post-secondary educational institution in Ontario, I think it also has an obligation to explain the 740 students who couldn't do just that because of lack of money. And I suspect that the government is totally unable to explain those 740 students, whose only reason for not returning to university was money. It is fine for the government to talk platitudes about the loan and aid programme, but it is not doing enough and in effect it is reinforcing the class structures that we have in this province.

I hate to quote this next organization that did some study on cost-benefit analysis—

**Mr. Chairman:** You promised not to say that again, didn't you?

**Mr. Laughren:** —in post-secondary education in the province, but to my knowledge they are the only ones who have done any;

and for \$900,000 I think I would feel obligated to mention them once more, at least.

**Mrs. Campbell:** That is an ambiguous statement, Mr. Chairman.

**Mr. Laughren:** I realize it is; I confess it is ambiguous.

**Mrs. Campbell:** For \$900,000 he has to refer to them again. There should be a clarification of his position.

**Mr. Laughren:** Yes, you are quite right. It does pain me to refer once again to that company, "Statistics, Rubbish and Gordon," but I must because they are the only ones I know who have prepared this data.

They measured the quantitative estimates—and of course it would have to be estimates because when you talk about societal costs it is very difficult to be terribly precise; but I would suggest that there is no better information available that would contradict their figures.

They talk about the quantitative estimates of costs, benefits and the redistributive effects of post-secondary education in dollars. And the costs that they included were three kinds:

1. The private costs, or the personal financial contribution of the individual within that particular post-secondary institution;
2. The societal costs, which really cover private costs as well and include society's commitment to the system measured in government expenditures, private donations—the few that there are—and grants; and
3. The expected degree costs, which cover the institutional costs to produce a graduate. We saw what kind of costs those were in the colleges of applied arts and technology.

Those are the costs. When they talk about benefits, they measured the direct economic benefits in terms of increased lifetime earnings. They didn't make an attempt, and I don't suppose it would be possible to make an attempt, to measure the other kinds of benefits that a student obtains by obtaining a post-secondary education.

The model that they used broke down the contribution of the various income classes to higher education through their contribution to the tax system in this country and the province. Their conclusion was that the expenditure on post-secondary education is regressive, although not extremely regressive—but nevertheless regressive.

For example, 31.8 per cent of families in the Province of Ontario had an income of over \$10,000, but 35 per cent of students in

the post-secondary institutions came from families with incomes of \$10,000 and over. So that's an indication in itself that the higher-income groups are benefiting from post-secondary institutions more than lower-income groups.

Now, you might jump on that statistic and say, "Yes, but those higher-income families pay more"—but that is not so.

**Hon. Mr. McNie:** If I were jumping on it, I wouldn't jump on it for that reason. I would jump on it for the same reason that they would in Sweden, for instance, where the parents are more inclined to provide the incentive, let alone the money, for the youngsters to pursue it. They have found there that notwithstanding all their incentives, they could still get only six or seven per cent of the people from the lower-income families up into what you call higher education or higher learning, which they may not agree is either a realizable goal or a goal they choose to pursue.

**Mr. Laughren:** Yes. I wasn't going into it right now, but that is why the whole problem of incentives for lower-income people to attend universities perhaps should be changed radically and instead use a kind of system that has positive incentives.

**Hon. Mr. McNie:** Like where, for instance?

**Mr. Laughren:** For example—

**Hon. Mr. McNie:** Like where, for instance? I hate to be so specific, but I am really asking for your views.

**Mr. Laughren:** I am sure you are. In eastern Europe they have incentives programmes, whereby—

**Hon. Mr. McNie:** Like where, for instance?

**Mr. Laughren:** Poland, for example—

**Hon. Mr. McNie:** Poland. Thank you.

**Mr. Laughren:**—where they have a point system; and if you come from a very poor family with an occupation that is menial and with an income that continues to be low, then you have so many points. If you come from a family that has a high income, is well educated and has a job with considerable status attached to it, then you would get perhaps very few points. In that way there would be a very positive incentive for the low-income people, people from very low socio-economic environments, to continue their education. We are probably going to do it



in the province with our native peoples eventually.

**Hon. Mr. McNie:** Have they been successful in Poland in correcting this balance materially, would you say?

**Mr. Laughren:** I don't claim to have an intimate knowledge of it. I would think that most people would agree that you don't have the same kind of class structure in Poland as you do in Ontario and other parts of North America.

**Hon. Mr. McNie:** No, but I think that there is what might be described an elite that gets on into post-secondary education.

**Mr. Laughren:** Absolutely.

**Hon. Mr. McNie:** I'd be interested in knowing from your experience how successful they have been in correcting this disproportion.

**Mr. Laughren:** I am of the opinion that they have been reasonably successful. One shouldn't assume that it's a negative kind of programme when they try to keep children from the high-income, high-status, highly educated families out of the post-secondary institutions. It's just that the others receive preferential treatment, as opposed to this province where it's the other way around.

**Hon. Mr. McNie:** There are other considerations, too. There is the matter of alternatives. I'm sure you've noted, as I have, that people coming from some other lands, particularly some of the underdeveloped countries, place a much higher premium on education and particularly higher learning than some of our own young people do, because there aren't any other valid options for them without getting it.

I've watched them struggle to get a PhD because a PhD means so much more than an MA when they go back to Uganda. This is true of a great many other countries where you are either educated or non-educated and there is one hell of a difference between the kind of recognition and the status you get, let alone what other considerations there are. I just point that out.

**Mr. Laughren:** I don't think we should allow ourselves though to get into a position—

**Hon. Mr. McNie:** It isn't as simple as just getting points, for instance. I think there are other reasons why people are motivated to get on to these more advanced courses.

**Mr. Laughren:** Sure.

**Hon. Mr. McNie:** Of course, you suggested they would have to fund themselves anyway, probably even under your system, if they went on to graduate studies.

**Mr. Laughren:** Certainly there would be assistance and not only assistance in the form of loans. There would be cost of living assistance that would go beyond what we offer in this jurisdiction.

I don't think we should allow the red herrings that you continually bring in, in the form of other jurisdictions, to cloud the issue of an elitist kind of educational system in Ontario. Let's make the one that we have got here less elite and not worry so much about the undeveloped countries.

In Ontario, we have, I think you would agree, probably one of the highest per capita income areas in the entire world. Canada itself is one of the highest, and if you take the wealthiest part of Canada, of course we have.

**Hon. Mr. McNie:** We are also spending, per capita, probably as much as or more than others on education. Whether we are spending it all as well as we might is always a moot point but the fact is that if dollars are any criteria we are certainly investing it right now.

**Mr. Laughren:** The trouble is that the wrong people are paying for it, disproportionately.

**Hon. Mr. McNie:** It depends whether you are talking to a businessman or to the working man.

**Mr. Laughren:** I'm saying that according to income, the people who are paying for it are not the ones who are obtaining the maximum benefit from it. That's what I think is wrong.

For example, the report I mentioned to you a couple of minutes ago, in the study on income redistribution analysis, indicated that the societal costs, which I outlined to you earlier, are 28.25 per cent for the income group of over \$10,000, and the student benefits are 33.91 per cent. You have a difference of approximately 5.66 per cent there, which indicates it's regressive. That's why they say in their report that it is a regressive system in Ontario.

**Hon. Mr. McNie:** Do you not think that the improvement in the parental contribution this year is going to make a big difference



in the accessibility of students from this group that you have described?

**Mr. Laughren:** I hope it will help. Obviously, I don't think it is a backward step.

**Hon. Mr. McNie:** But it's a—

**Mr. Laughren:** It goes beyond just income groups and post-secondary education in general. One needs to look at the various programmes within the institutions in Ontario as well. In the redistributive analysis by programmes, that report indicates, for example, that over \$10,000—and by the way, I think there should have been a higher figure than \$10,000 used as well to indicate, perhaps, an even more startling figure.

The societal costs borne by the income group of \$10,000 a year and over, for example, for law was 29.15 per cent. In other words, that income group bore 29.15 per cent of the costs. Students whose parents are from that income group realized 49.41 per cent of the benefits. Now that's not just mildly regressive, that's excessively regressive.

Their portion of the costs are 29.15 per cent and the benefits that the sons and daughters of those people receive are 49.41 per cent.

**Hon. Mr. McNie:** So what you are saying—

**Mr. Laughren:** That's law. Now let me—

**Hon. Mr. McNie:** —on the basis of the people who, according to your statistics—

**Mr. Laughren:** Not mine.

**Hon. Mr. McNie:** —are the majority of the people who are there now, you would do away with any fees altogether. These people, of whom, as you would suggest, a large number are well able to pay either directly or with parental help, would be paying nothing. You would find yourself then with an elite group leaning even more heavily on the community. That's not accessibility.

**Mr. Laughren:** Mr. Chairman, I really didn't think I was going to have to start at square one with the minister.

**Hon. Mr. McNie:** With the present distribution in the universities, that's the effect of this.

**Mr. Laughren:** Well, Mr. Chairman—

**Hon. Mr. McNie:** We know that—

**Mr. Laughren:** Surely, the minister realizes that to institute a post-secondary educational system with no tuition fees one must impose the fees through a more progressive tax structure. You end up with the people who benefit from the educational system paying for it anyway. It's not as though the people are going to get ripped off in support of other people for their educational system but, really, why shouldn't everyone who benefits from the rewards of the society out here pay for educating that society?

You have heard us talk about a real estate developer in the Sudbury area who ripped off the people in Sudbury; a fellow by the name of Ross Shouldice. Why shouldn't he pay more for reaping the rewards of the society in which he operates or, in his case, in which he wheels and deals?

But legitimate people, too, if they are realizing a lot of rewards in this society, should pay more for it. Through a progressive tax system they would be paying for this but now they are not. The statistics are conclusive.

**Hon. Mr. McNie:** I may suggest, Mr. Chairman, that we are moving into the area of the Treasury now, when we are talking about how we are going to tax people. I'm suggesting that the present form—

**Mr. Laughren:** Because you indicated that I had to start at square one as to how we would finance.

**Hon. Mr. McNie:** You suggested that you had to go to square one. I'm just suggesting that the effects would be, at the moment—

**Mr. Laughren:** It was through your rather naive questions.

**Hon. Mr. McNie:** No. It isn't naive.

**Mr. Laughren:** The law was the extreme example, Mr. Chairman, of the income group earning over \$10,000 paying 29.15 per cent of the costs and the sons and daughters receiving 49.41 per cent of the benefits. If one looks at pre-medicine and medicine, they pay the same amount, 29.15, and they achieve benefits of 40.37 per cent.

Commerce, 29.15 per cent of the costs; 36.37 per cent of the benefits. In dentistry, where they pay 29.15 per cent of the costs, they realize 33.51 per cent of the benefits.

Those are some examples of why there is really no disputing the fact that our system is regressive in nature and that our whole idea of student loans and aids is doing not

very much to rectify it, although I agree that having grants as part of student aid goes part way. One would be foolish to deny that.

**Hon. Mr. McNie:** It's \$30 million worth.

**Mr. Laughren:** Pardon?

**Hon. Mr. McNie:** About \$30 million worth.

**Mr. Laughren:** Yes, that's right, but there is no question that it is not nearly enough. You differ from those of us in the party which I represent because you are afraid of progressive taxation.

**Hon. Mr. McNie:** No.

**Mr. Laughren:** More afraid than we are, let's put it that way. I really do believe that there are people who receive enormous benefits from this society and the efforts of everyone in it and those people should pay more. It is as simple as that.

The whole idea of loans and grants is fine, except that it still discriminates against people from low-income families. There is no way of denying that. The average loan in 1971-1972 was \$792. This would leave a graduate of a three-year programme a debt of \$2,376, and if he is in a four-year programme a debt of \$3,168.

I think that the case has been made by the sociologists that young people from low-income families are more hesitant about incurring debts than are people from middle- and high-income families. When you put those two statistics together, you cannot justify—I hope you cannot anyway, because if you can justify, it indicates to me the ultimate in rationalization—that one group of students should graduate with a debt and others should not. How do you justify that?

**Hon. Mr. McNie:** It has been recognized that the loan is a deterrent for some of the young people from the lower-income families and this is why we've so eagerly pursued conditional repayment, with which you don't agree.

**Mr. Laughren:** Oh, it's sick.

**Hon. Mr. McNie:** All the other provinces that I am aware of, think that it would be one way of providing the equitability that you seem to be after, instead of just heaping the benefits on a select few.

**Mr. Laughren:** A large few. Does it really make sense to you in your heart of hearts—

**Hon. Mr. McNie:** But just to assume that the only people who reap benefits are people who have university education, of course, is not true.

**Mr. Laughren:** You say "only." But does it really make sense to you for students to graduate with a debt to pay back out of future income, either on their tax structure itself—I'm thinking of the contingency repayment scheme—or through just an ordinary type of loan as you have now?

**Hon. Mr. McNie:** It certainly does. If a person is earning a substantial amount of money and has been party to an education which has been extremely expensive because of the technological nature of the discipline and what not, and particularly when the government is involved to such an extent in some of the areas now in funding these programmes, I think that it is only appropriate that they repay some of these loans.

**Mr. Laughren:** Wouldn't they pay for it as well out of the income tax if it was applied to income tax?

**Hon. Mr. McNie:** This has only to do with their current earnings and not to do with their education. They are not going to be paying in proportion, they are only going to be paying the same as the person who didn't go to the university. What we are saying is that you want equitability.

**Mr. Laughren:** They would pay in proportion to their income. If it was part of the income tax scale they would pay according to the income tax rate which is based on their earnings.

**Dr. J. G. Parr (Deputy Minister):** That is what is meant, I believe, by contingency repayment, which you are disagreeing with.

**Mr. Laughren:** Yes, because then only the students who graduate with a debt have to pay it back. What I'm saying to you is that that discriminates against low- and middle-income families. How can you deny that? You can't.

**Hon. Mr. McNie:** That is not true. There are a lot of youngsters who come from middle- and upper-income families who would like to borrow. This is one of the things we are looking at. They don't want to be dependent on their families, and they are prepared to pay it back.

**Mr. Laughren:** Let's talk about the ones who have no choice.

**Hon. Mr. McNie:** As a matter of fact, under the previous Canada Student Loan Programme they—

**Mr. Laughren:** Let's talk about this one.

**Hon. Mr. McNie:** Well, there is more choice now. We are giving them the choice. If they want to be independent, they can be independent.

**Mr. Laughren:** Who has the choice? Which income group has the choice?

**Hon. Mr. McNie:** I'm not sure I can follow your question.

**Mr. Laughren:** Well, Mr. Chairman—

**Hon. Mr. McNie:** There is plenty of evidence that there are students from all income groups in our colleges and in our universities, and we are talking about our colleges as well as our universities. Have you any distribution figures, Don, that might help?

**Mr. Bethune:** Pardon, sir?

**Hon. Mr. McNie:** Any distribution on loans?

**Mr. Bethune:** You want the income groups and the proportion of awards received by each.

**Mr. Laughren:** Are they different from the ones that I provided?

**Mr. Bethune:** I didn't think, Mr. Laughren, you had provided any specific figures other than the average across the board. Oh, you are talking about the comparison between those from the various income groups in the institutions?

**Mr. Laughren:** That is what I thought the minister was—

**Mr. Bethune:** No, I think the latest figures are the ones that you have from the report which was prepared for COPSE.

**Mr. Laughren:** Yes, that's better.

**Mr. Bethune:** We have distribution figures, Mr. Chairman, on OSAP according to contribution income and gross income. But in this comparison across the board of gross income for the population of Ontario and their offspring who go to post-secondary institutions, there is nothing later than what is available through the COPSE report.

**Hon. Mr. McNie:** I think, philosophically, the difference here—there are other differences—but one is that we happen to feel

that it is a good thing for a student to have an investment in his own education. Whatever your own feelings are on it, we feel that he regards it as an adult—as something less than a gift and something that he is earning himself.

**Mr. Laughren:** It is not the student from the upper-middle and high-income family who has the investment in his education, it is his family.

**Hon. Mr. McNie:** Oh no, there are lots of students who are paying their own way.

**Mr. Laughren:** We are talking about—

**Hon. Mr. McNie:** I think you are short-changing a lot of the students who are paying their own way, frankly.

**Mr. Laughren:** More power to them. I'm talking about the ones who cannot.

**Hon. Mr. McNie:** You say "more power to them"; that is exactly the point. I think that we are placing a value on it. One of your concerns, and we discussed this the other day but you chose not to refer to it in your remarks earlier, is that we are not talking about accessibility to anybody, we are talking about accessibility to people who have the kind of interest and who have the ability to pursue these expensive post-secondary courses.

**Mr. Laughren:** I'm talking about the lack of accessibility to people of low- and middle-income families to even get into those programmes. I was most fair; I only used statistics for the three- and four-year arts and science programmes to give you those figures of \$2,376 and \$3,168 which would be the debt. What about the families who go into post-graduate studies? What kind of debts will they graduate with? As a matter of fact, you don't even provide for that. What's the maximum length of time now for a loan—four years, for continuing assistance?

**Mr. Bethune:** No, Mr. Chairman, they can have assistance up to 10 years.

**Mr. Laughren:** And \$800 a year would be loaned?

**Mr. Bethune:** That would be the normal situation as it is established at the moment, yes.

**Mr. Laughren:** I see.

**Dr. Parr:** I think, Mr. Chairman, one must add, as a matter of fact, that the graduate



student does have the possibility of other sources of support—not only scholarships, but teaching assistantships and so on.

**Mr. Laughren:** Some of them, yes. But as a matter of fact, now that you mention it, you have grossly discriminated against graduate students in the last couple of years.

I have a notice here which was put out by, I think, John White—that was a long time ago, when he was minister, yes. I stand to be corrected, but I don't think that you've increased the total portion of student aid available in your graduate fellowship programme since then, have you? I don't think so.

As a matter of fact, the statement claims that the terms and conditions under which these awards will be given in 1972-1973 will be essentially the same as in 1971-1972. When was the last time that the Ontario graduate fellowship programme was changed?

**Dr. Parr:** The terms of award are being changed for 1973-1974.

**Mr. Laughren:** It really seems hypocritical—

**Dr. Parr:** Sorry, 1974-1975; I beg your pardon.

**Mr. Laughren:** I see. Well, we don't want to precipitate any kind of financial crisis in the province this year.

"Hypocritical" is a strong word, but what you've done with the graduate fellowships really doesn't make sense. At the same time there is a growing concern over foreign professors in our institutions. We talked of this earlier and you agreed there is a problem and that you would like to see a smaller proportion of foreign professors. Then you increased tuition fees by up to 80 per cent for graduate students, which would indicate to me that you are not really that concerned about increasing the proportion of Canadian professors and teachers in our post-secondary institutions. That increase is most discriminatory against graduate students.

And then here is where the word hypocritical is appropriate. You said last year, or your predecessor said—I am not sure, Mr. Chairman, who said this—that you were going to raise the ceiling on payments to graduate students from \$1,800 to \$2,400. This amount was the income that they could earn in order to receive assistance, and you said that an additional \$300 bursary would be given by the institution.

**Hon. Mr. McNie:** Could be given.

**Mr. Laughren:** Could be given by the institution, but you made no additional funds available to the universities to do that—to my knowledge you didn't, anyway. Given the financial crises in some of the institutions and certainly the belt-tightening that occurred in all of them, where did you think that \$300 was going to come from? Did you think that the universities were going to say: "Oh, we have got extra funds here, we will find them."

It was grossly unfair to make that statement, not to back it up with any provincial assistance, and instead to say to the universities: "It is up to you fellows if you want to carry out our policy." It just doesn't make sense, and I think that when you consider the cost benefit analysis that has been done in terms of the income groups that pay for post-secondary education, and the income groups that benefit from it, you would have to admit that it is regressive. You would also, I think, have to admit that you are destroying one of the most effective methods for increasing the social mobility of the low socio-economic groups in our society.

Now, it is fine for you to accept the fact that you are denying the groups who need it most access into a lot of the more expensive programmes, and indeed into all post-secondary education. I suppose in your heart of hearts you can live with the kind of structure we've got in this society and that is why you support it.

I sure think that it is not in the best interests of the people of this province. I also think that you should get rid of a mental block that says that those people who use the service should pay for the service—to borrow a card out of the deck of the Minister of Transportation and Communications (Mr. Carton).

Mr. Carton says that people don't pay for the highways in proportion to the amount that they use them other than through the gasoline tax. And he says that people in a particular community don't pay for the highways in that community, or for provincial highways. Why don't you accept the fact that people will pay for their own education, if you have a truly progressive tax system in the province?

I know that you don't control the tax structure, Mr. Minister. I know that you don't have complete control over the Management Board of Cabinet, but I think you could fight the good fight in order not to increase tuition

fees and the loan portion of student aid, rather than move in the opposite direction.

**Hon. Mr. McNie:** Whether we are fighting the good fight or not, cabinet insisted that tuition fees and loan ceilings should go up. There were some very substantial increases for improvements in our OSAP and in the Canada Student Loan Programme. I don't think that universities themselves in their briefs—unless you can correct me—were advocating fee accessibility, notwithstanding the fact that they have enrolment problems. Can you correct me on that—among the universities? You read from one of their earlier briefs.

**Mr. Laughren:** About the COU? I would be surprised if they as a body were as progressive as the New Democratic Party. I think you are probably right.

I think that the fact that it is impossible—and I don't say this in an arrogant way—but it is impossible—

**Hon. Mr. McNie:** Just before you leave it, why would you think that none of the universities would think fee accessibility might be advantageous? Surely they are not all as regressive in their leadership as you would suggest?

**Mr. Laughren:** I don't think it means that you are regressive in relation to the rest of society because you don't espouse no tuition fees in a post-secondary institution. It doesn't mean that you are reactionary, it means that you don't think as progressively as we do.

**Hon. Mr. McNie:** But it might be said that other people can be just as concerned about the state of society and trying to improve equitability in our resources and not necessarily go about it the same way.

**Mr. Laughren:** Right. For one thing, socialists have a different set of alternatives that they consider, don't they? I think that must be recognized, but surely it is the role of the socialist party to lay before you some of the alternatives that you should be considering. Also, that the people in the province, not that millions read Hansard, but that the people in the province are aware of what our position is on issues. That is why, while I recognize your intent in questioning me most precisely about our policy on tuition fees—that is most legitimate—I am delighted to state it as strongly as I can, and it is part of our provincial party policy, to have free and open access to post-secondary education. It would seem to me that one way to have this would be to work in the opposite

direction you are working in—to work toward a progressive reduction in tuition fees, and not to an increase.

**Hon. Mr. McNie:** Actually, as you are only too well aware, the fees today only represent something less than 20 per cent of their actual operating costs, not taking into account the hundreds of millions of dollars being spent on capital plant. We consider this a reasonable proportion, and taking into account the student aid available, we feel that we are going a fair distance to the extent that we can at this point make post-secondary education available. You are well aware, as so many of the speakers pointed out at the seminar, this is something that someone says can start as early as age five in the family—this kind of orientation and preparation.

**Mr. Laughren:** I think, though, that where you and I differ is that you can accept the reality of some students, who, through no fault of their own, graduate with a \$2,400 or \$3,200 debt. I cannot accept that some students are not encumbered by that same debt when they graduate.

**Hon. Mr. McNie:** Mr. Laughren, fees are only a small part of the cost, as you know, to a student going to university. If you are saying that the NDP also feels that the government should also assume all a student's living costs, which are much more substantial than the fee costs and such, that is of another order, too. Is that what you are saying? Because, for many students, fees really represent a relatively small part of the total cost of going to school.

For instance, in the community colleges, \$250 may represent less than 10 per cent of the total cost, not taking into account lost earnings, which means that it may represent as little as five per cent or less.

**Mr. Laughren:** What I am saying is that you as yet have not recognized, or you will not accept, post-secondary education as a right. At this point in time your government does not accept post-secondary education as a right for everyone in this province. If you did, there would not be those 740 students who didn't return in the fall of 1971-1972 for solely financial reasons.

**Hon. Mr. McNie:** I've done a little bit of market research too, so have you, and I don't necessarily accept those answers that we have at face value. What a person may be saying is, "I don't think it's worth it." There is a big difference there. It's a question of whether you can afford something or whether you

think it's worth it, and I think that for a lot of people the question was whether, in fact, they felt that it was worth not only the investment in time, or investment in money, but also the investment in time and lost earnings.

**Mr. Laughren:** No, they're only talking about money in that study, only money.

**Hon. Mr. McNie:** No, no.

**Mr. Laughren:** Well I'm telling you that's what they were talking about, strictly money. It's not my survey; it's a survey by Statistics Canada.

**Hon. Mr. McNie:** We've had other studies done in more depth than theirs and the fact is—

**Mr. Laughren:** I'd like to see those. What studies have you had done in more depth than Statistics Canada has done?

**Hon. Mr. McNie:** We did a drop-out study.

**Mr. Laughren:** Where is it?

**Dr. Parr:** That was done just over a year ago.

**Mr. Laughren:** Is that available?

**Dr. Parr:** I believe it is.

**Hon. Mr. McNie:** I'm not quarrelling with the point you're making, that finance is a consideration, all I am saying is that I think it's not fair to say that that's the only consideration; there are other considerations. One of them is simply the fact that they've got other costs that go beyond fees and they've got other opportunities of working. And just as we discussed the other day when we were talking about drop-outs out of the community colleges, they had opportunities to work and because the employer needed them in March they didn't graduate until April or May.

**Mr. Laughren:** I'd like to make two points. Number one, you are implying that people make a choice there in terms of what their costs would be as opposed to their benefits, and whether or not they are willing to—

**Hon. Mr. McNie:** That is right, a lot of them do, they make that case.

**Mr. Laughren:** —pay the cost of going back.

**Hon. Mr. McNie:** They need a car.

**Mr. Laughren:** But the children, the sons and daughters of upper income people don't have to make that difficult choice.

**Hon. Mr. McNie:** Some of them do.

**Mr. Laughren:** Huh, that's not reality.

**Hon. Mr. McNie:** There are some of them who do make this decision, and they take a year or two out of school to earn enough money to go back on their own, and they prefer to go back on their own.

**Mr. Laughren:** That is their choice.

**Hon. Mr. McNie:** That is right.

**Mr. Laughren:** I am talking about people who don't have that choice.

**Hon. Mr. McNie:** If you listen to the students over at the seminar you would know they want to make the choice.

**Mr. Laughren:** Fine, but those are the people who can make a choice. I am concerned about the people who don't have the choice to make. Those 740 didn't have a choice.

**Hon. Mr. McNie:** We want to make it possible for more of them to make the choice, that's right.

**Mr. Laughren:** The second point I wanted to make was, when was that drop-out study released?

**Dr. Parr:** I cannot remember exactly when that was released. I don't know whether Mr. Gordon would recall precisely.

**Mr. Laughren:** Surely Mr. Bethune could recall? It wasn't so closely aligned with the survey.

**Mr. Bethune:** This survey—

**Mr. Laughren:** The drop-out survey?

**Mr. Bethune:** The drop-out survey, I think, came out early last fall; at least it came across my desk early last fall. Now, I had to ask for it. It wasn't sent to me, I asked for it. The financial reasons for drop-outs were very few. As I recall, it was about the sixth or seventh reason in importance as to why students withdrew.

**Mr. Laughren:** Surely that should be made available? The selectivity of the documents that cross our desks is remarkable.

**Mr. Bethune:** It is rather indicative that over the years, Mr. Chairman, in talking to student awards officers and representatives from the institutions of post-secondary instruction, we have had very, very few indications that finances alone are the reason for drop-



ping out. The University of Toronto in over four years provided three cases in which finances were a major cause, but not the only cause; and they only provided one which said that finances were the reason, and that student never applied for student awards. We don't know what his family background was.

**Mr. Laughren:** But how serious are you in finding out these things? Why do you leave it up to Statistics Canada to come up with statistics on Ontario as to why 742 students didn't return to university?

**Hon. Mr. McNie:** You don't want us to use SRG any more than we can help it.

**Mr. Laughren:** Hopefully it is not either or.

**Hon. Mr. McNie:** Seriously, if we can get Statistics Canada to come up with them, you would accept them with much more credibility than if we do them ourselves. They are much more economical and they can be applied to the national scene, which I think has some relevance in view of the fact that higher education is not a parochial thing. It is a national and an international community.

**Mr. Laughren:** I would like to turn to a matter of financing part-time students. This is an area where you are particularly guilty, probably more guilty than with the full-time students and aid to them.

I appreciate the problem—I believe I do—of providing assistance to part-time students. The fact that they are part-time may very well mean that they have another income. There may very well be two incomes in the family; but I think that the neglect of a segment of society that probably needs it more than any other segment is grossly negligent on your part.

For example, there was a group of low-income families in Toronto who were taking a course at Atkinson College—some of them on family benefits, some not on family benefits. They found it just impossible to finance their part-time courses at Atkinson College through York University.

If I could refer to Statistics Canada again, they claim that the median family income of university students whose education had been interrupted was 40 per cent lower than the median family income of students who had no interruption at all in their education.

There is a very, very real need for assistance to part-time students. Dean Smythe, who I believe now is on the—is he on the Committee on University Affairs?

**Dr. Parr:** I believe he was on the Council of Regents.

**Hon. Mr. McNie:** On the Council of Regents.

**Mr. Laughren:** As a matter of fact, when I attended Atkinson College he was the dean there, and he argued most eloquently. I am borrowing from a brief that was forwarded to the Ontario Committee on Student Awards by Joyce Denyer. I quote Dean Smythe here, because I think he has a very real interest and a very real concern for part-time students:

The major impediment in the way of a majority of individuals who have the academic capability in continuing their education, is their inability to forgo the income they would have to forgo to continue in full-time studies. Added to this impediment is the direct cost in the form of fees and transportation which must be paid by part-time students, who traditionally come from family groups having a lower level of income than the full-time students.

Just because it is more difficult to monitor aid to part-time students does not mean that you should be bailing out of it almost totally the way you are now. That release on part-time students is something that should embarrass you, if it doesn't already. Allowing students to spread their tuition payments over the length of their course what that fee is \$50 or more doesn't solve their problem when they don't have any discretionary income whatsoever. I'd like to give you a couple of examples of—

**Hon. Mr. McNie:** It doesn't solve the problem of the person that has, as you suggest, a very low income—but it does make it easier for the person who can't find \$120 or \$240.

**Mr. Laughren:** Yes, it does, of course.

**Hon. Mr. McNie:** That is what that is intended to accomplish. We should recognize that—

**Mr. Laughren:** It is such a minuscule improvement.

**Hon. Mr. McNie:** Well, we don't know. I think it would be interesting to see just how many students take advantage of that particular plan. That is one of them.

**Mr. Laughren:** You also claim—you almost beat your chest when you said it in the Legislature—that you were undertaking a programme which will make bank loans more readily accessible to part-time students.

**Hon. Mr. McNie:** I didn't beat my chest. I think there was a comment earlier in that statement that suggested that we were not that impressed. We have solved the problem and we had hoped quite frankly that—

**Mr. Foulds:** Not literally, Mr. Minister, just figuratively.

**Mr. Laughren:** Just figuratively.

**Hon. Mr. McNie:** —we would have made even more progress at Ottawa than we had and we would have had something to beat our chests on together.

**Mr. Laughren:** You should stop borrowing from the Treasurer's excuses and blaming Ottawa for everything.

**Mrs. Campbell:** You are big boys.

**Mr. Laughren:** There was a flaw in your new policy. You forgot to tell the banks. The part-time student goes to the bank and says: "I am here for a loan because I want to take a course at Atkinson College," or at Seneca or at Toronto or wherever in the province. The bank manager gives him a blank look and says, "Well, what kind of collateral do you have?"

**Hon. Mr. McNie:** We have made no release on the part-time studies beyond what is there.

**Mr. Laughren:** Well, it says right here: "The ministry is also undertaking a programme which will make bank loans more readily accessible to part-time students."

**Hon. Mr. McNie:** That's right, and we have been talking with the banks.

**Mr. Foulds:** But you haven't undertaken the programme.

**Mr. Laughren:** Very recently. Very, very recently.

**Hon. Mr. McNie:** No, no. We've been talking with them for, I might say, several months.

**Mr. Laughren:** Well, how come the bank managers don't know anything about it?

**Hon. Mr. McNie:** Because it hasn't got down to the bank managers yet. The programme has not—

**Mr. Laughren:** That's grossly unfair to the part-time students. Why make your announcement until it has got down to the bank managers?

**Hon. Mr. McNie:** We didn't make an announcement.

**Mr. Laughren:** You certainly did! You said it in the Legislature and here it is again.

**Mr. E. J. Bounsall (Windsor West):** What sort of pressure are you trying to exert to make sure that it does?

**Mr. Laughren:** None.

**Mr. Bounsall:** And tomorrow?

**Hon. Mr. McNie:** Well, we're making some preparations, but we are trying to develop—

**Mr. Bounsall:** It started yesterday, did it?

**Hon. Mr. McNie:** It isn't just as simple as—

**Mrs. Campbell:** As your statement indicated.

**Hon. Mr. McNie:** —as you're suggesting it is.

**Mr. Bounsall:** Are you having trouble talking the bank people into informing their managers?

**Hon. Mr. McNie:** Read the total statement.

**Mr. Laughren:** On that particular point?

**Hon. Mr. McNie:** Well, read the whole statement on from where we start at part-time students.

**Mr. Laughren:** I quote:

In 1973 all publicly supported post-secondary institutions in Ontario will be encouraged to allow part-time students to spread their tuition payments over the length of their course when that fee is \$50 or more. The province will make accelerated payments to the institutions to offset any internal cash flow problems.

(2) The ministry is also undertaking a programme which will make bank loans more readily accessible to part-time students, also to full-time students who, for various reasons, choose to be financially independent of their parents and who do not at present qualify for assistance. Continuing studies of conditional repayment of loans and aid to part-time students through the Canada student loans programme are being carried on by the federal and provincial governments.

That's the statement.

**Hon. Mr. McNie:** But obviously that doesn't mean that a person could walk out that next day and walk into a bank and any

bank would know about the programme. It isn't quite that simple.

**Mr. Laughren:** Or the next week, or the next month.

**Mr. Foulds:** Or the next year.

**Mr. Laughren:** Or the next academic year.

**Hon. Mr. McNie:** We are talking about the next academic year, that's right.

**Mr. Laughren:** Are you? Well, are you going to have it ready for the students who want to enrol in Atkinson College, who must register now and must have their payments by the middle of the summer? Are you going to have it ready for them?

**Hon. Mr. McNie:** We hope so.

**Mr. Laughren:** So do the part-time students.

**Mr. Foulds:** Hope springs eternal in the human breast, Mr. Minister, but unless you back it up with action—

**Hon. Mr. McNie:** Darn good thing.

**Mr. Foulds:** Well, for the students of this province, with this ministry, it's a darn good thing!

**Mrs. Campbell:** Hope deferred maketh the heart sick, too. Have you heard that one?

**Mr. Laughren:** I would like to give you a couple of examples, Mr. Chairman, of part-time students—or people who would like to be part-time students, at least—who have great difficulty. And I've got several here that I'll call A, B and C.

**Hon. Mr. McNie:** Are you talking about degree students when you make reference to part-time students?

**Mr. Laughren:** That's what I'm referring to now.

Woman A is 43, recently divorced after a marriage of 14 years. She has four children; a boy of 14 and three girls aged 12, 11 and 8. She receives \$475 per month from her former husband, \$30 a month in family allowance. She is registered with Manpower business services for occasional temporary work when available, but this cannot be counted as regular income.

She hopes to enter university in the field of humanities and sociology with the aim of widening her horizons and increasing her earning power, in order that she might bet-

ter provide for her children, both through education and finances.

An estimate of her monthly income and expenditures is as follows: For income: \$475 from her former husband and \$30 family allowance, for a total of \$505. For expenditures: Home mortgage, \$220; taxes \$55; heat, \$20; hydro, \$15; food, \$150; telephone, \$8; car fare, \$5; miscellaneous, \$35. That's \$493, with a total of \$12 left over. That is without any kind of abnormal expenditures that come as a surprise to any family during the month. There is no way that that woman who should have access to post-secondary education can have it. It is just not available to her.

Providing her with a loan is ludicrous. You say, "Well, we'll give you assistance. Here is the \$800 loan that you have to pay back." What's the hope of that woman paying that loan back? It is grossly unfair.

Woman B is 34 years of age, has four children—two boys age 13 and 7 and two girls age 12 and 8. She has been separated from her husband since her youngest was six weeks old.

She receives no help from her husband and her income is listed below. She has worked occasionally to supplement her income over peak spending periods but, being on public assistance, any amount earned over \$72 a month is deducted from her allowance. She hopes to enter university and complete studies in social work in order that she can work in an area in which she has first-hand experience.

Her income is \$317 in family benefits—they used to call it mothers' allowance—and \$28 in family allowance, which is \$345. Her expenditures are \$100 a month rent—it is remarkable that she is renting for \$100—food, \$160; phone, \$10; payments on a couple of major items she had to buy, \$27 a month; transportation costs, \$5 a month; miscellaneous, \$40; a total of \$342; \$3 discretionary income for the month. No assistance available for that woman.

I might add that I met all these women—not all, but these three women—and I know the predicament that they are in. They are very serious about enrolling in programmes in college, and it is just not going to be possible for them.

The last case I would present to you because it is a very unusual one.

This woman is 44 years old, divorced, and has a son of 15 living at home. Her marriage lasted 15 years. Since her separation she has received no maintenance from her husband.



At the moment she is receiving unemployment insurance which is due to run out shortly. At present she is working on a book dealing with poverty in society, with particular reference to the family and especially women and children. The book has been submitted and is under review by the McClelland and Stewart publishing company. She hopes to study political science and sociology at university and to further her work within the poverty group.

Now, there's an example of a woman who has tremendous potential to offer something. She really does have something to offer and yet she is not going to be allowed to develop her potential in the fields that interest her so much, political science and sociology, because you don't have a programme that will provide assistance to her.

If you lay the \$800 loan on them, that's an insult. And I hope you don't do it to them if you are talking to them in private because your health would be endangered, because an \$800 loan is absolutely ridiculous to people who are on subsistence income.

How can you sit there, knowing that there are hundreds, probably thousands of women like this in the province? The majority of single parents who support a family are women and yet you sit there knowing that this goes on, knowing the subsistence allowance that these people live on, and not provide a damn thing for those people to continue a post-secondary education and then you talk to me about accessibility.

I am telling you, you make us question your sincerity on every single issue that you talk about when you pretend to talk about accessibility and equity. You just make no sense whatsoever and that kind of discrimination is blatant within your ministry in terms of tuition fees and in terms of aid to students.

Could we have some kind of assurance from the minister, Mr. Chairman, that there will be aid to people living on subsistence allowance that does not have a loan built into the student aid?

**Hon. Mr. McNie:** One of the things I was trying to suggest earlier was that we get into some of these problems with the part-time students—and again, if you will excuse the reference, other jurisdictions have had the same kind of a problem to deal with. That is, what are the kind of costs that we are talking about? And do they properly belong in the Ministry of Education or Ministry of Colleges and Universities or do these properly

belong in the Ministry of Community and Social Services?

This is something that we are talking about. We are not talking about loans for education, we are talking about aiding people who have special kinds of social problems, of whom you have mentioned three, but there are many varieties. We are simply not equipped in our ministry at the moment to cope with those kinds of problems in the way that I think they deserve to be.

Whether we should be doing it or whether it is something that should be handled by the Ministry of Community and Social Services is something else again. That's one of the things that we have been discussing with them.

**Mr. Laughren:** You indicated—

**Hon. Mr. McNie:** Pardon me. There is no question but that people that have the qualifications you describe should have an opportunity to pursue their education.

**Mr. Laughren:** Yes. You mentioned that you weren't sure of the expenses that were involved in someone taking a course. As for those women whose cases I read out to you, we did a rough estimate of what they figured the costs of taking a course were. Tuition is about \$125 for a single course, I think, at Atkinson and books are about \$30. I have certainly taken courses where books cost me a lot more than that. The application fee is \$10. Then there are costs of transportation back and forth and babysitting—a very substantial cost there.

**Hon. Mr. McNie:** That's right. This is one of the most substantial costs that one gets involved in.

**Mr. Laughren:** That is right. Perhaps a meal at the college is required on occasion. About \$275 would be, I'd say, a bare minimum that it would cost those people to take a course. Even if you said that there is going to be free tuition for these women, or men, who want to take a course, that's not solving the problem either. I'm sure you recognize that.

Then, to compound it, that allows them to take only one course. If they wanted to take two courses, you are talking about \$550 per term. I don't know about you in the programme that you enrolled in at McMaster to get your degree but I got mine at Atkinson and I took two courses every term, winter and summer. I can tell you that that \$550 is a bare minimum, I'd say, for what it would cost those people.

**Hon. Mr. McNie:** To show you how long ago it was that I started in mine, they were charging \$35 then.

**Mr. Laughren:** Well, those people may have to wait.

**Hon. Mr. McNie:** I think the point you are making is well taken. It's just that this brings up the same question I asked you earlier when you were talking about accessibility and your own party's position, suggesting that for the woman who wants to take a full-time course the government would take up all these costs you are talking about, plus—

**Mr. Laughren:** Certainly.

**Hon. Mr. McNie:** —income not realized to the extent of maybe \$5,000, plus babysitting, plus books, plus transportation, plus a meal, plus fees. Is this the order that you are thinking of?

**Mr. Laughren:** It depends on how serious you are.

**Hon. Mr. McNie:** I'm asking you how serious you are. I'm really trying to find out what is your own position on this.

**Mr. Laughren:** My own position?

**Hon. Mr. McNie:** We are talking about a lot of money. I'm trying to get some idea of the dimensions of spending that you are proposing.

**Mr. Laughren:** I would fund the necessary costs for that person achieving a post-secondary education.

**Hon. Mr. McNie:** Not just that person, but anybody that wanted it.

**Mr. Laughren:** Absolutely, because there is a segment in our society that doesn't have to worry one whit about the cost of a post-secondary education.

**Mr. E. W. Martel (Sudbury East):** Somebody else pays for it.

**Mr. Laughren:** They don't turn a hair. Yet we saw through that cost-benefit analysis that was done that they don't pay for it.

**Mr. Martel:** No. The general public pays for the bloody thing.

**Mr. Laughren:** Also, if you do move into this field, and I don't know whether you are serious about it or not, I would ask you to take into consideration the problem of the

Ontario Housing Corp. for people adding on any kind of grant and adding it as income for those people. Believe me, the Ontario Housing Corp. is fully capable of doing that, even though you provide the grant to allow them to take a course. I would hope that that would be part of the package that you would offer to part-time students. I would like to be even more specific for a moment than I have been, and ask you what portion of the student aid that is being voted here, namely \$37,527,000, has been earmarked for part-time assistance?

**Hon. Mr. McNie:** None of that is. There was a vote earlier on part-time assistance.

**Mr. Laughren:** Where?

**Hon. Mr. McNie:** Under the first vote, I believe, ministry. There was a pilot study there, \$300,000.

**Mr. Laughren:** \$300,000?

**Mr. Foulds:** A pilot study?

**Mr. Laughren:** That is the amount for part-time students? For grants, not for loans? Is that right? Is that correct, that the \$300,000 is strictly for grants for part-time students.

**Hon. Mr. McNie:** What this was intended to be, in the absence of any Canada Student Loan Programme, was to be a pilot study in some community to determine just what the needs were, and what the best way of approaching this was going to be in the absence of any other criteria. Right now we are lacking any precedent at all.

**Mr. Martel:** You should come to us for some ideas. We'll give them to you.

**Mr. Laughren:** None of the \$300,000 is to go directly to part-time students, is that correct?

**Hon. Mr. McNie:** I would think in this case, yes. Maybe the term pilot study is a misnomer. What we had hoped to do was take one university, or one college and see how we could make this work. That is really what it amounts to.

**Mr. Laughren:** This is truly remarkable, Mr. Chairman.

**Hon. Mr. McNie:** If we need more money to do it we would have to go to the Treasurer to get it.

**Mr. Laughren:** I get the impression here that you have made an announcement that you are going to do something for part-time

students, and now you tell me that there is a \$300,000 pilot study under way that is not going to provide aid to part-time students across the province.

**Hon. Mr. McNie:** We indicated in there what we were doing. There was a loan programme. That doesn't cost us anything, except by default. And that isn't going to be within that year, right? Okay, so we don't provide for that this year.

**Mr. Laughren:** Yes, I understand that.

**Hon. Mr. McNie:** So now we are talking about a pilot study. There is nothing that we have indicated in our statement that is at odds with what we are in fact going to do, if that is what you are suggesting.

**Mr. Laughren:** So what you are saying is that there is going to be no aid. You have allocated not a single dollar for part-time students across this province. That is what you are telling me.

**Hon. Mr. McNie:** I am telling you that we have got an allocation there of \$300,000 to undertake a pilot project in the area of one community.

**Mr. Laughren:** For a pilot study. Well, what good is that going to do part-time students across the province? That is going to a select few people. And how much of that \$300,000 is for the administration of the study, for salaries?

**Hon. Mr. McNie:** I would hope that all of those moneys would go into the system.

**Mr. Laughren:** But you know they won't. Does your director of student aid know more about this? Could he reply?

**Mr. Bethune:** As far as the \$300,000 is concerned, none of it will be going to salaries of people who would be working on applications and the processing of applications.

**Mr. Laughren:** Where will it be going?

**Mr. Bethune:** I don't know, but I know that I don't have access to that \$300,000 for the salaries of anybody on my staff who will be working on that programme.

**Mr. Laughren:** You have got \$300,000, and the director of student aid for the province doesn't know where it is going to be spent. He has no funds within his jurisdiction at all for part-time students, does he?

**Hon. Mr. McNie:** Frankly this is a policy decision, and I indicated to you that—

**Mr. Laughren:** It is a fraud.

**Hon. Mr. McNie:** Quite frankly we—

**Mr. Martel:** How is it going to be spent?

**Mr. Foulds:** Where is it going?

**Mr. Martel:** Let's break it down. What universities are you allocating these funds to? Or what students? Or how? Can you give us a breakdown of the \$300,000?

**Hon. Mr. McNie:** No, I can't give you that right now.

**Mr. Martel:** You must have some indication.

**Mr. Laughren:** Who is responsible—

**Hon. Mr. McNie:** I can't give you that.

**Mr. Martel:** What is this, a snow job?

**Mr. Laughren:** Who is responsible for that \$300,000?

**Hon. Mr. McNie:** I am.

**Mr. Laughren:** And you can't tell us? What are you talking about?

**Mrs. Campbell:** Is that "won't" and not "can't"?

**Hon. Mr. McNie:** No, we are not in a position right at the moment. We are still trying to work out some arrangements.

**Mr. Bounsall:** When might you be?

**Mr. Martel:** You just put that amount in, then. Let's get this perfectly straight. You just put that amount in for a project that you might bring about some time this year, and that means before the end of the fiscal year 1974.

**Hon. Mr. McNie:** The fact of the matter is that we had been having conversations with Ottawa until within about a few days of the budget and we had hopes that we would have something else to build on.

**Mr. Martel:** Does Ottawa match this?

**Hon. Mr. McNie:** It did not materialize. We didn't have to, but we chose to take some initiative on our own and we did. Whether it's enough or not at this particular time is a matter of judgement.

**Mr. Martel:** Does Ottawa match this \$300,000?



**Hon. Mr. McNie:** No, there's no money in it. Ottawa only puts in a repayable loan for full-time students if it would be prepared to do the same thing for part-time students we'd be in the position to give you something far more comprehensive now.

**Mr. Martel:** We went through that whole tirade this afternoon—

**Hon. Mr. McNie:** We may well work it out yet with Ottawa. We're still working on it.

**Mr. Martel:** —that if Ottawa would do something we would save the people of Ontario.

**Mr. Laughren:** Mr. Chairman, I didn't realize when I interjected earlier in the minister's remarks that he should be embarrassed about this programme for part-time students. I didn't realize how embarrassed he should be, because do you not see how grossly unfair it is to stand up and make a statement and issue a release that you're going to do something for part-time students and then do absolutely nothing except a pilot project that is not going to benefit students across the province? You should be embarrassed about that.

**Mr. Martel:** In fact, he doesn't know what it is going to be yet.

**Mr. Foulds:** Or where it is going to be conducted.

**Mr. Laughren:** I think Mr. Peebles has run amuck.

**Mr. Martel:** Or what it's all about.

**Hon. Mr. McNie:** If you look at Hansard you will note that I indicated that we were not satisfied, that we had grappled with a part-time loans programme. That's a matter of record.

**Mr. Laughren:** Let me ask you some more specific questions about the loan.

**Mrs. Campbell:** That's an understatement.

**Hon. Mr. McNie:** Well, it may be an understatement until it takes effect.

**Mr. Laughren:** In terms of the loans that you have indicated are going to be available through the chartered banks, how are you going to determine who are the needy for those loans? Have you determined that yet?

**Hon. Mr. McNie:** We'll make a statement on the whole subject of part-time loans at one time.

**Mr. Laughren:** How are you backing those loans?

**Hon. Mr. McNie:** How are we backing them?

**Mr. Laughren:** Do you pick up the defaults?

**Hon. Mr. McNie:** The government will pick up the defaults, that's right.

**Mr. Laughren:** Are any of the loans forgivable?

**Hon. Mr. McNie:** I would think, under extenuating circumstances, yes.

**Mr. Laughren:** Such as?

**Hon. Mr. McNie:** That challenges your imagination.

**Mr. Laughren:** What if a student dropped out for a term? What happens to the loan?

**Hon. Mr. McNie:** Well, I think that depends again on whether it was for a good reason, then I think this would be taken into account.

**Mr. Laughren:** How do you envisage—

**Hon. Mr. McNie:** Essentially, it is the same as under OSAP, the provisions will be as close. It's confusing enough and we're trying not to complicate things by—

**Mr. Martel:** Right. You compromise by not having a programme.

**Mr. Laughren:** You're trying to not complicate things by arriving at any policy. How do you envisage these people—woman A, woman B, and woman C—repaying any kind of loan to a chartered bank? How do you envisage that?

**Mrs. Campbell:** They don't envisage their not getting the loan in the first place.

**Hon. Mr. McNie:** No, in those instances I would envisage help coming through some other agency, quite frankly. There are people who are attending the colleges on a part-time and a full-time basis who are being assisted by other agencies.

**Mr. R. S. Smith:** Will the interest costs be picked up by this province?

**Hon. Mr. McNie:** Not in these cases, no.

**Mr. Foulds:** What other agency do you see funding the cases Mr. Laughren has mentioned? The Kiwanis Club?

**Hon. Mr. McNie:** Earlier, I referred to Community and Social Services.

**Mr. Foulds:** What programme other than that?

**An hon. member:** Under what programme?

**Hon. Mr. McNie:** As I indicated earlier, we will be discussing this with them.

**Mr. Bounsall:** Have discussions not started with them on this? They were just about to, at some point.

**Hon. Mr. McNie:** No, we've been talking to them about this.

**Mr. Bounsall:** You have been?

**Hon. Mr. McNie:** This is one of the many areas where there is an overlapping of jurisdictions. We've been into this whole question of babysitting, daycare and what not.

**Mr. Bounsall:** Is it actually being considered by the social development committee of government?

**Hon. Mr. McNie:** Under the social development field, yes.

**Mr. Bounsall:** Is it being actively discussed there?

**Hon. Mr. McNie:** No, it hasn't got to that point yet.

**Mr. Chairman:** Mr. Laughren.

**Mr. Laughren:** I am as dismayed as I have been so far in these estimates, Mr. Chairman, because the minister has come so close to deliberately misleading a large number of people in this province that it borders on good taste.

**Mr. Foulds:** Good taste! It borders on fraud.

**Mr. Laughren:** Yes, it borders on fraud; it really does. I really feel most strongly, Mr. Chairman, that the minister should at this time make a commitment that there will be an allocation of funds for part-time students, to go to the students, not to a pilot project.

Why don't you set a new benchmark and make a commitment during these estimates? We haven't had one dollar changed and we haven't extracted one commitment from you. I cannot think of a more worthy one than this one. Why don't you? You have that kind of discretionary power as a minister. If you don't, you might as well go back to the balmy

days of a backbencher and contemplate reservoirs in northwestern Ontario.

**Mr. Foulds:** We could even get \$117,000 by disbanding the Council of Regents and using money for student aid in a programme for part-time students.

**Mr. Chairman:** Mr. Laughren, will you continue, please?

**Mr. Laughren:** If you insist, Mr. Chairman. I used a couple of cases of people who were on a subsistence allowance, but it goes beyond that. I will just give you one or two examples of people who don't live on a subsistence allowance—people with probably an average income for the province. This is from a report, once again, made to the Ontario Committee on Student Awards, regarding financial aid for part-time students. This is a testimony from a teacher:

My husband and I both take courses, four a year each, and the tuition money kills our savings. We could move into a house but each year \$800 is paid in tuition. Many of our friends are unable to afford the tuition fees because they have families. When people in my age bracket went through school you were fairly well educated if you had grade 13. Now the university degree has the same value as the grade 13 diploma had 10 or 15 years ago. Open the doors of learning to all so that all may have a chance to improve themselves intellectually, emotionally and financially if they have the desire to do so.

That's from a married, female elementary school teacher, age 30. Another example:

Being the mother of a young child and also a part-time student, I find my main problem is with babysitting services and costs. I would like to see babysitting services for anyone set up at the university. In this way, a mother is free to use the reference library for a couple of hours when she wishes. Also, I feel university fees could be paid on a monthly basis rather than in a lump sum. I also feel that university fees could be considerably lower.

That's from a married, female elementary teacher, age 25. This is from a different teacher:

When I attended teachers' college five years ago, I received a student loan which I have been unable to pay back as yet, being the sole support of five children. At the time I had to live on welfare and received no other financial assistance which I do not have to pay back. However, had I

been extremely lacking in education I would have been sent for Manpower re-training without having to repay a loan until this year. Paying for my university part-time studies has been a hardship to my family and me.

That's from a female elementary school teacher, age 33, notwithstanding the minister's comments the other night about school teachers who take courses in our post-secondary institutions. That truly was a slur on teachers.

The next teacher writes:

I am basically working on my degree by winter extension courses. I would like also to take summer courses but find that they are too expensive because I would have to forego summer employment. I can make approximately \$1,000 in the summer by working in construction. Add this amount to the cost of two courses and it adds up to approximately \$1,300. I just can't make ends meet if I don't work during the summer.

That's from a married, male, elementary school teacher, age 29.

One should not overlook the problem of elementary school teachers who are working toward a degree, particularly now with the regulations in the elementary school system that the teachers must have a degree. I believe that over two-thirds of summer students are teachers and over half of the winter programme extension students are also teachers. I believe, I am not absolutely sure of those statistics, but I believe that is true.

When you are talking about \$200 a course—and up, I suspect—and you consider the attendant costs of taking a course, you are talking about a lot of money for people who are least able to afford it. I should not say “least” when I am talking about teachers but in general terms the part-time students have not received any consideration at all from this ministry.

Has the minister reconsidered, Mr. Chairman, and decided to make a commitment to the cause of part-time education in the province? Perhaps the chairman could check with the minister.

**Hon. Mr. McNie:** Well, I can speak for myself. We've made a commitment—a token one, to use a word that is very popular these days. It is the only one that has been made across Canada. Frankly, we are hoping to make some advances this year; it's the best we can do at the moment.

**Mr. Laughren:** Is your ministry considering any way to help students from more isolated communities in the province who have the same rules apply to them when they apply for student assistance—I believe they do, anyway—as people, say, in Toronto who can live at home? I appreciate the \$800 ceiling loan portion applies to everyone but surely there are—I know there are instances in which people from isolated communities are just not able to attend a university because of the cost.

**Mr. Bethune:** Mr. Chairman, obviously the cost of post-secondary education to students coming from Rainy River, say, or somewhere of that nature, and wishing to go to the University of Toronto—they can select a post-secondary institution on their own and if they are acceptable for admission they get in—being in Toronto they would be allowed the transportation costs both ways as a cost; the board and lodging costs of \$32 a week, which is the amount that Toronto institutions felt was necessary to live here; and \$9.80 for spending money each week. A student who is living at home would be allowed \$18.25 per week as cost of board and lodging. There is a definite differential there which is in favour of the student from out of town to put him on an equitable basis with the others.

**Mr. Laughren:** That is all I have for the present, Mr. Chairman.

**Mr. Chairman:** Thank you. The next speaker is Mr. Morningstar.

**Mr. Morningstar:** Mr. Chairman, I did want to make a few remarks about the assistance for our students. I have listened, and it was very interesting indeed, about the part-time students here this afternoon; I did want to take this opportunity—I thought I should, Mr. Chairman—to congratulate the minister and his staff for looking after the additional payments to our students.

I see in this report that you have \$5 million in grants to students from lower- and middle-income families. I am sure this will be very welcome indeed. I come from a highly industrialized riding in this great Province of Ontario and I am sure that this announcement will be very welcome indeed.

**Mr. Foulds:** Especially if it were true.

**Mr. Morningstar:** I also noticed that you are getting somewhere with the federal government.

**Mr. Bounsall:** Not very far.



**Mr. Morningstar:** Considerable progress has been made with Ottawa, leading to substantial improvements in Canada student loans.

**Mr. Bounsall:** Not very far; for part-time students it is zero.

**Mr. Morningstar:** I wish you every success. I have listened to a lot of this other stuff here but after all you don't seem to be getting any credit for what the ministry is doing for the students of Ontario.

**Hon. Mr. McNie:** I can sit up straight in my chair, can I?

**Mr. Morningstar:** Well, I wanted to change the tune a little bit. It was getting rather repetitious.

**Mr. Martel:** Tell us what they have done now.

**Mr. Morningstar:** What they have done? No, that is what they intend to do. They are doing very well indeed, it is a fact. You must remember.

**Mr. Martel:** Right. Especially if you are a businessman.

Interjections by hon. members.

**Mr. Morningstar:** We have to look after our people, the little people.

**Mr. Chairman:** Mr. Smith has the floor.

Interjections by hon. members.

**Mr. Chairman:** Order! Mr. Smith, please.

**Mr. R. S. Smith:** I have a few questions on the programme.

First of all, the programme has varied over the past number of years and it is a fact that a student who begins his post-secondary education one year may or may not have a lesser award made to him in the following year. Or he may have a greater award made to him depending, should we say, on the whims of the ministry and decisions that are made as to what the particulars of the award will be in that specific year.

I think we have gone through a period where a student under the same circumstances from one year to the next could receive less money in the following year. I would ask the minister if he would place in the programme the guarantee that a student who begins his post-secondary education will be guaranteed a minimum amount of assistance, either through loan or grant, through to the end of his post-secondary education, for which he

would qualify under the ordinary terms of the programme.

**Mr. Bethune:** Mr. Chairman, I think Mr. Smith is missing the point of the problem. Really, a student applies on the basis of need, so therefore his family income and his summer earnings and therefore a certain percentage that is student contribution or saving is expected. And this is on the basis that in each succeeding year in which he is going through his post-secondary education, he usually manages to get a better job or, if he stays with the same employer, he gets an increase in pay.

Now if this doesn't work out, then he has available to him an appeal procedure in which he can come back and request that that be replaced because he could not earn the money. If he can show us that he couldn't, then that is done. But I think that to guarantee them the same amount each year would take away the need assessment completely.

**Mr. R. S. Smith:** I am not suggesting that. I don't think you understood what I was saying. I realize how you arrive at the amounts and the parental contribution and his summer earnings and all the things that are on the form that is sent out to him. But the programme is changed from year to year, and it has not always been a better programme in each succeeding year. There was a year where the student under exactly the same circumstances would receive less money the second year than he did the first.

**Mr. Bethune:** Mr. Chairman, he may have received less in the way of grant, but not in total award.

**Mr. R. S. Smith:** Right. But that is less money.

**Mr. Bethune:** Loan or grant, it is money. I agree that the loan is repayable. The decision was made to increase this to \$600 a couple of years ago and to \$800 in the past year, but he received an equitable amount of money. Between his student savings and so on. The available sources of income were assessed to find out how much he could get from his family, and there is no restriction on total costs which we take into consideration.

**Mr. R. S. Smith:** I am not questioning the method by which you arrive at it. I am questioning the amount of dollars that a student is given and it does vary from year to year.

**Mr. Bethune:** Grant funds you are referring to?

**Mr. R. S. Smith:** Grant and loan.

**Mr. Bethune:** That is the policy of the government.

**Mr. R. S. Smith:** That is what I say, and I am asking the minister to—

**Mrs. Campbell:** He is talking about the lack of it.

**Mr. R. S. Smith:** —to initiate a policy that would guarantee a student no less funds on the overall, and no less on the grant position, in the succeeding years after his first year.

**Hon. Mr. McNie:** As I understand the present Canada Student Loan Programme the one thing that does change, Mr. Smith, is the amount of money that he is supposed to earn during the summer from year to year, and to the extent that that changed his entitlement changes. You know that? So that actually the absolute amount of money could differ from year to year even though other conditions were exactly the same.

**Mr. R. S. Smith:** And his costs could vary from year to year, too, depending on the course, and this type of thing.

**Hon. Mr. McNie:** That's right.

**Mr. R. S. Smith:** I understand all those inputs go into arriving at the total amount.

**Hon. Mr. McNie:** There should not be any change if all these things—

**Mr. R. S. Smith:** But there certainly has been. You have upped your loan portion from four to six on a percentage basis there, and then from six to eight. And in effect, for the student who started his post-secondary years three years ago, if his circumstances are identical now as they were then, as far as parental contribution is concerned, and as far as his summer earnings are concerned, and as far as the costs of the course, and so on, are concerned, there has been a change.

He has gone into a programme on the basis of literature put out by you and he finds in his second year that he has got hooked—that things have changed, and in effect he is going to owe more money at the end of his period of study than he understood he would when he started out. I don't think that is a fair way to run a programme.

What should be done is that the student should be given the option, if there are changes, to accept the changes or accept the programme that he accepted when he started, insofar as the total dollars and insofar as the

breakdown of the dollars is concerned under grant or loan. I think you know he goes in under one assumption and finds out halfway through the rules have changed.

**Hon. Mr. McNie:** I agree. I must confess that this has been something that has concerned us in other areas, too. People have come in under one set of circumstances, then in what we call midstream there is a change that affects them very substantially, entirely aside from the cost of living and these other variables.

**Mr. R. S. Smith:** I am not discussing the input into the formula.

**Hon. Mr. McNie:** Well, we are trying. We have had a couple of instances where we have resolved that.

**Mr. R. S. Smith:** It would be very easy to make a policy, whereby when the student starts, if there are to be changes in the programme he can accept them or not. So that he goes in on one basis and he comes out on that basis. If there are improvements then I think they should be allowed to him but if there is a detriment to him, a dollar deficit to him, at the end of his programme, then I think that should be adjusted at the end so that he comes out on the same basis on which he went in.

**Mr. Morningstar:** Maybe that is what that \$5 million is for?

**Mr. R. S. Smith:** That has got nothing to do with it. I have a couple of other questions here. One is perhaps a particular situation, but this is the question of the married student. I really don't know what day of the month this programme starts. I had some discussion with Mr. Bethune about this—a pretty good discussion, but he got a little annoyed with me and I got a little annoyed at him, too. Anyway, he was only implementing your policy, so I really couldn't be annoyed with him.

You set the date the student has to be married. It's the first day—

Interjections by hon. members.

**Hon. Mr. McNie:** The government has been accused of a lot of things—

**Mr. R. S. Smith:** It's the first day of the month on which his programme starts. Now, circumstances sometimes don't allow the student to get married on Aug. 29 or 30. Circumstances may occur and put him in a position where he has to get married on

Sept. 5. There are situations where people just don't know, and they get married on Sept. 2 or 3—and that's the one specific incidence that came to me. In this case the student went to the student award officer at the college concerned and was given bad advice. He went back again, and the officer was on holidays. In August, I can't understand why a student award officer should take his holidays in August. This is difficult for me to accept, because this is the time when he is going to get inquiries. The student couldn't find him anyway—

**Mrs. Campbell:** I don't blame him!

**Mr. R. S. Smith:** —and finally decided, well, the wedding would go through on Sept. 2—and surely the ministry could understand that. But that wasn't the case and he was refused assistance because he couldn't get advice from anybody, basically, as to what the programme definitely said. There is no administrative leeway to make any decision other than that laid down in what you've got there. There's no discretion.

**Hon. Mr. McNie:** As far as the date is concerned there is no leeway because there was one day, or two, or three, or four, or five, and as we know in so many other areas, there has to be a date. There are always, as I said—

**Mr. R. S. Smith:** Usually there is three days' leeway.

**Hon. Mr. McNie:** —extenuating circumstances and the minister is prepared to entertain them if somebody isn't performing and available or if that, in fact, were the reason.

**Mr. R. S. Smith:** But on the other hand, why do you have a date? Are you anti-marriage or what is it?

**An hon. member:** Or anti-adultery?

**Mr. R. S. Smith:** Right!

**Hon. Mr. McNie:** There has to be a date.

**Mrs. Campbell:** This attitude on the part of government is incomprehensible and inhuman.

**Mr. R. S. Smith:** But why do you have a date?

**Mr. Morningstar:** It can be flexible.

**Hon. Mr. McNie:** There has to be a date if the—

**Mr. R. S. Smith:** Well, why does there have to be a date?

**Mr. Bethune:** I think the reason that the deadline date came along was because four years ago when it was brought into effect, it was after a great deal of experience with students who got married at university and quite blatantly said it was for convenience. They were even living in separate residences in the university, had no intention of carrying on the marriage, and were going to get divorced when it was all over. And we made a couple of changes—

**Mr. Foulds:** How many cases?

**Mr. Bethune:** I don't know. But we've had far fewer complaints under this system—

**Mr. Bounsall:** That sounds like Pearson.

**Mr. Bethune:** We had complaints from parents before, so there it is.

**Mr. R. S. Smith:** Well, conversely, on the other side of it, what you are creating is a position where the students may just live together rather than get married and lose their student loan.

**Mr. Martel:** That's a red herring, like the Minister of Health (Mr. Potter) saying that women practise birth control by having abortions.

**Mr. Morningstar:** Mr. Chairman, this is very interesting. I think you should let these gentlemen finish.

**Mr. Foulds:** I think I'm in a Franz Kafka novel!

**Mr. Chairman:** You're trying to start something new, which is not done in this committee.

**Mr. R. S. Smith:** I really believe that for the number of situations that might exist as you describe—and there may be some—

**Hon. Mr. McNie:** There are quite a bunch. Actually that's a very popular time around the end of the summer. It may well be the date is the wrong date, I don't know.

**Mr. Bounsall:** Why don't you move it into late August? The Friday before the last Saturday in August?

**Mr. R. S. Smith:** Why don't they move it back?

**Mr. Foulds:** How about the income tax year? The last day of the year?



**Mr. R. S. Smith:** I just don't see the reason for a date to start with.

**Mr. Bethune:** It's much on the same basis as the Department of National Revenue, Mr. Chairman; they won't say, "You poor fellow, you didn't get married until Jan. 2."

**Mr. Chairman:** One at a time.

**Mr. R. S. Smith:** Yes, but that's in the year. They at least credit you for the whole year if you get married on Dec. 29.

**Mr. Bethune:** We give due credit if they get married before Sept. 1.

**Mr. R. S. Smith:** Yes, but that's not in the school year for which he's receiving the benefit.

**Mr. Martel:** The guy might still be working at his summer job.

**Mr. R. S. Smith:** There's one case I brought to you. He wanted to get married late so he could keep working, and what you were doing was forcing him to—

**Mr. Bethune:** I understand, Mr. Chairman, the problem that has arisen, but we have published this deadline date; it's been known for years. Students can read the brochure. I don't take any responsibility for the student awards officer who is not on the job. He is employed by the institution concerned, and not by this ministry.

We've had cases brought to our attention where the mother of the bride absolutely refused to have the wedding on any other date than so and so, and that's unfortunate. But there are provisions made where students can go down and get married in a civil ceremony, nobody need know, and then they go back and can be married in a church and everybody's happy.

**Mrs. Campbell:** Oh, for goodness' sake! Really!

**Mr. R. S. Smith:** You can't be seriously proposing that as a solution?

**Mr. Bethune:** If I was that hard up for money I think I would make arrangements, Mr. Chairman.

**Mr. Bounsall:** You're admitting that, are you?

Interjections by hon. members.

**Mr. Foulds:** You're cabinet material!

**Mr. R. S. Smith:** Mr. Chairman, may I ask a question? I'd like the minister's comments because it is a policy decision.

**Hon. Mr. McNie:** Mr. Smith, we promise you, we will take a very close look at this whole question of the date. It's been an awkward item. It only comes up very occasionally, but when it does I find it very uncomfortable. Most of the time people aren't aware of it. The truth of the matter is that they simply aren't aware of it.

**Mr. R. S. Smith:** That's right.

**Hon. Mr. McNie:** There may be literature, but it's in the fine print.

**Mr. R. S. Smith:** Yes I have to agree with you. So the minister is going to look into that and see what he can do about it?

The other question I have is in regard to assistance to the high school students, grades 12 and 13, the \$100 bursaries. How many of them are there? It doesn't say in the statement. It says you doubled them, but from what to what?

**Mr. Kidd:** From \$100,000 to \$200,000.

**Mr. R. S. Smith:** You are talking about 2,000 bursaries of \$100 each. How are these applied for and how are they distributed?

**Mr. Bethune:** Mr. Chairman, the application form is one requesting certain information on need and so on. It is available in secondary schools. The students usually go to the guidance counsellor and state that they need this assistance. We bring it in and it is assessed in the same fashion as for the Ontario Student Awards Programme, on basic Canada Student Loan criteria. So far we have never turned anybody down who was qualified because we went over the \$100,000 mark. In past years we found the money out of other programmes.

**Mr. Morningstar:** Hear, hear. Glad to hear that.

**Mr. R. S. Smith:** You have increased the number, but not the amounts available? The \$100 still remains?

**Hon. Mr. McNie:** That's right.

**Mr. R. S. Smith:** You have increased the other programmes to take in the increased cost of living, yet on this one, which is perhaps more important because, I would presume, you are going to have people who have a much lower income level applying for student loans—generally speaking I think that would be the case—there has been no increase at all here.

**Mr. Bethune:** Mr. Chairman, this hasn't been the situation. Of the numbers who apply, if you took the overall OSAP applications in comparison to the overall number of secondary school bursary applications, more of them would tend to be from the lower-income groups because they know that those are the only ones that are going to get it. The counsellors cut them off before they ever make an application,

We get a lot of letters in as to how this money is spent. One of the big costs is for books in grade 13 which are not issued free, and most often for winter clothing and that sort of thing, but most of the students are living at home and it is not an attempt to subsidize the parental expenses. There are school busing systems throughout the province and transportation does not really come into it. They don't have babysitting costs and the other things which may affect OSAP students who are going to post-secondary institutions. A lot of them who apply and are turned down are from jurisdictions in which there are welfare moneys available which cover the complete costs, and this is very difficult because every municipality is different in how it handles its welfare funds.

**Mr. R. S. Smith:** Generally speaking, the allowances don't cover the complete cost of even living.

**Mr. Martel:** It is lousy.

**Mr. R. S. Smith:** But that is another question.

**Mr. Bethune:** Yes, well I think that our ministry has to be interested in educational cost as opposed to social costs and style of living and so on.

**Mr. R. S. Smith:** Yes, but this is obviously a recognition of a social need rather than an educational need, or as much a recognition of a social need.

**Mr. Bethune:** A lot of it involves art supplies and various things which are not always available through the general issue of supplies. We know some of it does go for winter clothing and this sort of thing in certain communities in Ontario. Some of it goes also for lunch money and this sort of thing, and of course the lunches in most of the consolidated or local secondary schools are subsidized by the various school boards and so on.

**Mr. R. S. Smith:** Yes, they are subsidized for everybody, regardless of their income.

**Hon. Mr. McNie:** It may well be that there shouldn't be any grant money in there at all. It may well be that it should all be coming from another ministry. As you say, the amount of money seems so nominal in some respects as to be—

**Mr. R. S. Smith:** I have one other question and that is in regard to the decision as to whether a person is independent of his parents or not. As I understand, it is 24 years of age or two years out of school, is that right?

**Hon. Mr. McNie:** Maybe Mr. Bethune can clear it up, I hope. He is very competent.

**Mr. R. S. Smith:** They come in class A or B here, is that it?

**Mr. Bethune:** Yes. Under the loan criteria for the Canada Student Loans a student may be independent on the basis of being married or having two years in the work force. This doesn't include time travelling around Europe and having a good time. They have to indicate they are available for work and they have been making some attempts to get work if they haven't had it.

There is also a provision in the Canada Student Loans Act which says they may obtain Canada Student Loans, if they have had four successful years of post-secondary education or a combination of continuous periods of 12 months in the work force and education. This year they have the option to take a Canada Student Loan on that basis and therefore declare their independence.

Under the Ontario Student Awards Programme, if they wish to get grants they must be either married or over 24 years of age in order to be considered as independent. Otherwise they are in the group A category. This is broken down into those who have qualified by the four years of work-cum-study which I mentioned previously, and they are then assessed on a basis of their family gross income, less \$6,000; the combination of three years of study and work; then there is a \$5,000 deduction taken from the gross income before we put the normal criteria into effect and otherwise, then, they are group A.

Now, there are many students who have various other problems which pass through our review board process and are appeal situations. There are special considerations, as we call them, if there has been no previous assessment; for such things as having been kicked out of home; it must be verified, say, by the parish priest, or doctor, or lawyer or



some citizen, or the family must absolutely have denied him any assistance whatsoever. They may say, "We don't believe in post-secondary education, the kid can go and work as far as we are concerned after 18, to heck with him," or her: Or, "We don't like the boy friend she is going with," and so on.

We try to deal with these in an equitable fashion and a great number of them do become, in effect, independent; though we try to word it so that they are still group A in case there is a reconciliation with the family, and we don't have to reverse our field, and then we say, "Okay, we will waive the parental contribution."

**Mr. R. S. Smith:** You waive parental contribution, and they go on the programme of student loans and grants on the same basis as any other independent student.

**Mr. Bethune:** It depends on circumstances. There are cases in which, particularly now since the legal age has been reduced to 18 years of age in the province, where uncles and aunts were willing to take the students in—they were going to become guardians, or adopt the child—and now they can't. At 18 the student is just starting into university and they say they are willing to provide funds. Quite often in those cases, and on the basis that the relative requests it, we will say, "Okay, we will give them Canada Student Loans to the maximum and if there is anything required beyond that we will give them grants." But we try to be as flexible as we can in this way to fit the circumstances of the individual.

**Mr. R. S. Smith:** But there are situations, and I have dealt with some of them, where the loan portion has gone far above the \$800 because of a decision that has been made within your area as to whether they are independent or not; and they have been refused the grant portion and it has been total loan because the decision has been made that the parents could pay; and obviously that may well be the case. But the parent does refuse—completely and flatly refuses.

I know that this is the one area where you people most likely have the most problems; because it is a discretionary decision and leaves it open to all kinds of possibly false information being provided to you.

But there are a good number of cases that are sincerely that way, where the parent just blankly refuses to assist the student; and it is inequitable as far as I am concerned. But one would get a grant and a loan above that, and another would get a straight loan, and

the totalled amounts from both would be the same. The question of discretion in there is a pretty darned fine line.

**Hon. Mr. McNie:** That is why we have the appeal board, because there are areas where student award officers on the campus—and they are employed by the universities—and they do make decisions that sometimes are not constant.

**Mr. R. S. Smith:** When you do accept the fact that the student is not going to get financial assistance from the parents, why not follow through on the same basis for each one, and allow them the ordinary programme of loan up to \$800 and grant above that; and not differentiate?

You are making two discretionary decisions. Firstly, whether or not the student cannot get support from the parents; and secondly, to what degree he can't. Something else comes in there to make a different decision in different cases, after you have made the first decision. I don't understand that. I know of cases that were identical, as far as I was concerned. I went to you people and there were two different decisions on two identical cases.

**Hon. Mr. McNie:** There should not be different decisions on identical cases.

**Mr. R. S. Smith:** Well, it is different. There are different decisions, and as far as I am concerned, when you make the basic decision of whether the student is independent or not then they should be treated the same after that. I admit there has to be a discretionary decision as to whether you accept the evidence that is presented to you that the student is independent, but once that decision is made then they should be allowed on the same basis, the loan and the grant. I just don't understand how you make a different decision after you have made that first decision.

**Hon. Mr. McNie:** Well, if you are talking about the question of just being independent and getting the loan and grant, there is no parent who would not choose to declare his child independent under those circumstances.

**Mr. R. S. Smith:** Yes, but once you've done that, once you've decided that there is a good factual case that the person is independent, then why not treat them all the same? Why may some borrow money and why give others a grant?

**Hon. Mr. McNie:** If they are identical then, that's right.



**Mr. R. S. Smith:** What differences can there be?

**Hon. Mr. McNie:** The difference is that under one they're not under OSAP; they're under Canada Student Loan. In that instance then, it is all loan.

**Mr. R. S. Smith:** That's the federal government decision. We're talking about your money, above the \$800 budget. That's where the discretionary decision is made.

**Hon. Mr. McNie:** Yes, but the option they have here is to decide under certain circumstance whether they take OHIP—I mean OSAP.

**Mrs. Campbell:** I think they need OHIP, Mr. McNie. That was really a Freudian slip.

**Mr. R. S. Smith:** Some of them are pretty badly wounded by the time they get through this process, I'll tell you. Some of them go into March before they find out whether they should have been eating in January or not.

**Hon. Mr. McNie:** Certainly, we're concerned with different decisions being made on the same cases.

**Mr. R. S. Smith:** Yes, but once you've accepted the principle that they are independent and you've made that discretionary decision, I don't know how you make your second decision as to whether they get above \$800, whether they get a grant or they get a further loan. There are people who end up with \$1,200 and \$1,300 loans and no grant whatsoever based on that decision. It's not applicable the same way for everybody.

**Mr. Bethune:** Mr. Chairman, we make a basic decision—and I mentioned it earlier—as to whether the student becomes group B or he becomes group A and we waive the parental contribution.

If we leave him as group A, then we're saying that he has not established his case for independence, but if we made him group B, yes, he has established his case and then he gets loan and grant in the same way as anyone else who is in the independent category. Where a student walks out of the parental household and says: "To heck with you, father. I'll do what I want to do," we think this is an arbitrary decision and, therefore, he should borrow money to the extent which he can under the terms of the Canada Student Loan Plan. Beyond that, if he still needs funds, then the province steps in and

gives additional grant. That is why you're finding this differentiation in the amounts.

We find that many, many times, when we have representations by members for their constituents or other people who come in and put in strong pleas, the case looks identical to them, but when we get the validation across our desk it isn't the same situation.

**Hon. Mr. McNie:** The question is really that what we call independent and what the Canada Student Loans call independent and what the student or the parent might regard as being independent are different.

**Mr. R. S. Smith:** You obviously have different criteria to the federal government.

**Hon. Mr. McNie:** That's right.

**Mrs. Campbell:** The province, in other ministries, thinks it is independent.

**Mr. R. S. Smith:** I don't think there is that great a number of cases where one decision can't be applied to them all.

**Hon. Mr. McNie:** We want equitability.

**Mr. R. S. Smith:** It's not equitable, Mr. Minister. You make two judgements instead of one.

**Hon. Mr. McNie:** There should be fairness and no one should feel that somebody else can do better.

**Mr. Morningstar:** You are making notes of that, Mr. Minister? That is a good point that was mentioned.

**Mr. R. S. Smith:** I'm glad you agree.

**Hon. Mr. McNie:** We always make notes on Mr. Smith's questions.

**Mr. R. S. Smith:** I'm waiting for the answers. Perhaps one other question—

**Mr. Martel:** This is the last question for the third time. It is all right.

**Mr. Bounsall:** Keep going. You're doing all right. You're not getting any answers.

**Mr. R. S. Smith:** I could speak for the next two weeks and not catch up to you.

**Mr. Foulds:** And, if you did, Dr. Parr would come in with a new outfit every day, I'm sure.

**Mr. R. S. Smith:** A new tie as well.

**Mr. Martel:** He borrowed that one.

**Mr. R. S. Smith:** My question is on conditional repayments of loans based on income after graduation. Are you indicating there that you are trying to arrive at a formula with the federal government that repayment will be based on income?

**Hon. Mr. McNie:** Yes. Over the years we've had a number of conversations. We've had some very good ones just recently with Mr. Faulkner and some of his confrères. We'd like to think it's just a question of when.

**Mr. R. S. Smith:** Right now!

**Hon. Mr. McNie:** It would make it possible, quite frankly, to simplify a great many of the other considerations we have now in process.

**Mr. R. S. Smith:** Right now you don't do your own collecting. You have the central collection agency of the government do it. Is that right?

**Hon. Mr. McNie:** If they are in default. In fact, relatively few of the students are in default, taking into account the large number. It compares more than favourably with the commercial establishments.

**Mr. R. S. Smith:** But you don't do your own collecting. Once the student is in default, as I understand it, it goes out of your department over to Public Works, or some place over there.

**Mr. Bethune:** Government Services.

**Mr. R. S. Smith:** Government Services. It used to be Public Works. They are the strong-arm guys and they put the hammer on these people to collect the money. Is that not correct?

**Hon. Mr. McNie:** I don't know.

**Mrs. Campbell:** They probably spend as much money as they can trying to get it.

**Mr. R. S. Smith:** Is that the procedure? I think that is.

**Mr. Bethune:** You're talking about government grants which are being requested back, because the student hasn't lived up to his contract, for example, has withdrawn early from his year and, therefore, didn't expend the moneys on the programme.

**Mr. R. S. Smith:** Or was overpaid.

**Mr. Bethune:** Or was overpaid because of the income of the parent being underestimated, and when we checked back in our sample, we find out that—

**Mr. R. S. Smith:** Or a computer mistake.

**Mr. Bethune:** It can be a computer mistake. It doesn't happen too often, but it has happened. Human error, too, creeps in on the part of parents, students, staff. This will happen.

But what we do is readvise the student that his assessment is being reassessed and looked at again. We give him two weeks, if he has any reason, to refute this. It goes to the assessment section, is looked at and taken apart in every way. If there are benefits which he should have received, because he writes us a letter and says, for example, that he didn't have any summer employment and asks us: "Please don't reduce my award." He was happy with what he got. But as it happened, he didn't get employment in the summer. We take this into consideration and lower his reassessment as far as we can within the criteria of the programme.

We, then, at that point, tell him how much he owes us, if he owes us anything, or we will inform him it is nil, if it is nil, and we also inform the institution. We hold off for 30 days, waiting for either his refutation, again, or any complaint he may have. After 30 days, we send a copy of that letter to the central collection services in the Ministry of Government Services and they inform him that he is to pay the Treasurer of Ontario the amount involved.

If there is any difficulty in payment, the student is asked to contact them and they will arrange a repayment schedule. If there is no contact at that point, and the student ignores them, and a lot of them do—they think the problem will go away if they don't pay any attention to it—then the next year when he comes back and applies again, we withhold from his grant cheque the amount that he owes.

At this time, we usually get a response. A payment schedule based on as little as \$5 a month is frequently accepted. Most students have very little difficulty if they do correspond with the central collection services. But it is amazing how many are willing to sit back and hope their problems will disappear.

**Mr. R. S. Smith:** But you are satisfied that this function should be carried on outside of your ministry?

**Mr. Bethune:** The collection part of it? No. Again, that is government policy and I don't think I am in a position to comment on that.

**Mr. R. S. Smith:** Mr. Minister, are you satisfied that this programme of recollecting these

funds should be carried on in Public Works or Government Services?

**Hon. Mr. McNie:** We would just as soon the government of Canada did it since it is their money.

**Mr. R. S. Smith:** No, this is your money we are talking about.

**Hon. Mr. McNie:** The grants money? You mean for recovering it?

**Mr. R. S. Smith:** The recovery of overpayments and all this kind of thing and I have run into these things.

**Mr. Martel:** You could always hire the RCMP that the UIC have hired.

**Mr. R. S. Smith:** Actually, I have always found them pretty easy to deal with over there at Public Works. You phone them up and they reduce the payments to so much a month, but generally speaking, it might be best to carry it on within the ministry so you are not going to have to go back and forth.

**Hon. Mr. McNie:** How did it get over to Government Services originally? Was that part of the reorganization?

**Mr. Bethune:** No, sir. When this first came up, central collection services had the machinery for collecting any indebtedness to the Treasurer of Ontario and therefore, it was felt that from the standpoint of economy and efficiency, they were a better agency to handle it.

**Hon. Mr. McNie:** They probably have been doing it for all of them.

**Mr. Bethune:** Yes, sir.

**Mr. R. S. Smith:** That is all I have, Mr. Chairman.

**Mr. Chairman:** Mr. Bounsall.

**Hon. Mr. McNie:** If you ever hear of people who are using strong arm tactics, we sure would like to know about it. We have never had any evidence of it at this juncture.

**Mr. R. S. Smith:** The letters that go out are pretty strong but when you contact them they are pretty friable.

**Mrs. Campbell:** I've had that.

**Mr. Chairman:** Mr. Bounsall, please.

**Mr. Bounsall:** Thank you, Mr. Chairman. I have a few questions through you, Mr. Chairman, to Mr. Bethune, the director of

the student awards programme. I am interested in the number of queries you got in the central office regarding delays in payments and delays in approvals in this past year 1972-1973, as compared to the year 1971-1972.

**Mr. Bethune:** Mr. Chairman, I am pleased to answer that one. I would say that we have probably had roughly 1/30th to 1/40th of the numbers that we had before.

**Mr. Bounsall:** This was sort of my impression. Can you tell me to what you attribute this? I remember speaking a year ago—or roughly about 14 months ago—about the number of queries that could not be handled apparently by your branch.

When I contacted the branch the official line was, at that point that there was no way one could check up on an individual student file or student case. I had to keep phoning through to the personnel in your department until I found one, in fact, who could do that. I kept that person to myself in terms of tracking down particular cases.

I said at that time that you should have in your area someone who could do that; or an expansion in staff; or a few drops of oil on the computer so that individual cases could be checked, where needed. I asked what you were going to do to straighten out the procedures that gave rise to the great number of queries which crossed all our desks in the winter and early spring of 1971-1972. To what do you attribute the decreased number of queries?

**Mr. Bethune:** I was very interested in your comments last year when we were discussing these estimates and naturally went right back to find out what had been going on. I found out who your contact was without much difficulty; she left very shortly thereafter, because she was leaving anyway. She wasn't fired.

**Mr. Bounsall:** I am glad to have that assurance. I haven't had to contact her this fall or winter.

**Mr. Bethune:** At any rate I don't know why you were getting this runaround. I was mystified last year. We have always had the facility to check up on individual cases. I don't think that any member of the Legislature or institutional administrators who have got in touch with me or my secretary or my assistant director have been told that we can't trace an individual case.



**Mr. Bounsall:** The point of initial contact, at that point, was with your secretary.

**Mr. Bethune:** And she informed you that—

**Mr. Bounsall:** This was a year ago—there was absolutely no way they could trace an individual case.

**Mr. Bethune:** All I can say to that, sir, is nonsense.

**Hon. Mr. McNie:** Certainly, there is no justification for that at all.

**Mr. Bounsall:** Okay. But somehow you have—

**Hon. Mr. McNie:** That is the first time I have heard that.

**Mr. Bounsall:** Read the estimates of a year ago.

**Hon. Mr. McNie:** I can understand that sometimes there's a delay. Sometimes what will happen is that they will go back to the university or the college to get more background information to support whatever they have.

**Mr. Bounsall:** A year ago I had the universities contacting me to see what the hell I could do to find out information on a specific case.

**Hon. Mr. McNie:** Well, that's a year ago.

**Mr. Bounsall:** They couldn't get it. It didn't go back the other way. I am interested in knowing to what you attribute the decreased number of queries? What has happened that there are fewer queries? Obviously, it means fewer delays in approvals and in payments?

**Mr. Bethune:** I think, Mr. Chairman, the thing I can attribute this most to is that over the years we have been trying to get a viable programme operating, computer-wise, which would give us information when things misfire and so on.

I think a great deal of credit should go to Mr. Hutchinson, my assistant director, who is knowledgeable in computers. Before his coming to the ministry we did not have that expertise within the branch. We have now methods in which printouts come out when things go astray. We know what applications don't go through smoothly; what cheques are not produced; what ones are brought through with incorrect sums on them, and all this sort of thing.

**Mr. Martel:** You don't miss whole batches any more?

**Mr. Bethune:** I don't think that this has happened in the last year. All sorts of things can happen. Quite often we find that—in the year you are referring to, 1971-1972, we did have cases in which people were pulling individual applications from batches and not filling out a document saying that they had removed them. This makes it very difficult to trace it. I think the answer is that probably we couldn't trace it without going through everybody's desk to find out what they had done with them.

We found individuals, as in any office—I have seen them when I was doing management consulting. You'd go in and find that the secretary would have a drawerful of stuff which she put away the night before but she forgot to bring it out the next morning and work on it. It could stay there for a week until she happened to go to powder her nose the next time. These are human errors. I don't think that I can claim my branch is completely clear of human error, but I feel we have had a great deal of success in the last year in moving this documentation.

**Mr. Bounsall:** Mainly, then, in the area of computer efficiency and retrieval of the knowledge that is in there and the input of the data into it has caused the operation to perform much more adequately.  
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**Mr. Bethune:** Yes, the controls are much better than they were before.

**Mr. Bounsall:** I see. In this past year, since the citizen's inquiry branch started functioning, how many queries have you had through the citizens' inquiry branch?

**Mr. Bethune:** Citizens' inquiry branch?

**Mr. Bounsall:** Yes. How many queries?

**Mr. Bethune:** None that I'm aware of.

**Mr. Bounsall:** None that you are aware of.

**Mr. Martel:** Who are they?

**Mr. Bethune:** One. My assistant director says one.

**Mr. Bounsall:** Just one has come to your notice?

**Mr. Bethune:** I think that it is fairly well publicized throughout the educational system that we have our own inquiry branch. I suspect a lot of them may go to the citizens' inquiry branch and we just wouldn't know that that's the path they have taken.

**Mr. Bounsall:** They don't contact you directly, then?

**Mr. Bethune:** The citizens' inquiry branch has never contacted me.

**Mr. Bounsall:** Well, they don't contact your division directly, then, if it's an inquiry through them?

**Mr. Bethune:** Well, there is one case we know of; otherwise, I think they are just referred and told what is the number for inquiring about student awards.

**Mr. Bounsall:** Okay, we are getting near the 6 o'clock break—

**Mr. Chairman:** Do you think this would be a good place to break, Mr. Bounsall?

**Mr. Bounsall:** We are getting near the 6 o'clock break, and it would be a good place if I'm on the floor to start the next day.

**Mr. Chairman:** You are on the list, and Mr. Newman is next.

**Mr. Martel:** Would you put me down?

**Mr. Chairman:** We will reconvene then after the question period tomorrow.

The committee adjourned at 6 o'clock p.m.

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# Legislature of Ontario Debates

## **STANDING COMMITTEE ON SUPPLY**

**Estimates, Ministry of Colleges  
and Universities**

**Chairman: Mr. S. B. Handleman**

**OFFICIAL REPORT — DAILY EDITION**  
**Third Session of the Twenty-Ninth Legislature**

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**Thursday, June 14, 1973**

**Afternoon Session**

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**Speaker: Honourable Allan Edward Reuter**  
**Clerk: Roderick Lewis, QC**

**OFFICE OF THE SPEAKER**  
**PARLIAMENT BUILDINGS, TORONTO**  
**1973**

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# LEGISLATIVE ASSEMBLY OF ONTARIO

THURSDAY, JUNE 14, 1973

The committee met at 3:15 o'clock, p.m., in committee room No. 1; Mr. S. B. Handleman in the chair.

## ESTIMATES, MINISTRY OF COLLEGES AND UNIVERSITIES (continued)

On vote 2404:

**Mr. Chairman:** The committee will please come to order. On adjournment, Mr. Bounsall was questioning the minister on vote 2404. Mr. Bounsall.

**Mr. E. J. Bounsall** (Windsor West): Thank you, Mr. Chairman. In the estimates for this coming year, you actually have a figure for the awards programme itself of \$33.7 million. Do you have the actual expenditure, not just the estimate for last year?

**Hon. J. McNie** (Minister of Colleges and Universities): It was considerably less than that.

**Mr. Bounsall:** I know what the estimate is, do you have the actual figures?

**Mr. F. J. Kidd** (Executive Director, Common Services Division): It was \$24,146,427.

**Mr. Bounsall:** Twenty-four point what million?

**Mr. Kidd:** Point one.

**Mr. Bounsall:** That indicates to me that there was a considerable saving in expenditures last year in the awards programme as opposed to the estimates. Can you give any reasons as to why there was such an underdraw in the applications for student support under this programme during the past year?

**Hon. Mr. McNie:** One of the obvious reasons, which you will point out to me if I don't point it out to you, is that there was an increase in the loan ceiling, which meant that the grants were roughly \$200 less in the instance than they might otherwise have been. The other one was enrolment predictions. Enrolments were, as you know, considerably less than contemplated.

**Mrs. M. Campbell** (St. George): Predictions were higher on this, Mr. Chairman.

**Hon. Mr. McNie:** Predictions were higher, I am sorry; the realizations were lower. Thank you for correcting me.

There seemed to be a number of students who started off thinking they would need money and who were able, by virtue of work earnings or in other ways, to handle it by themselves. It was just a combination of things that contributed to it. It was an overestimate on our part. There is no question about it.

**Mr. Bounsall:** So the ministry therefore saved money, in fact, last year because of this great decrease in draws of this sort?

**Hon. Mr. McNie:** We didn't spend all the money that was estimated.

**Mr. J. F. Foulds** (Port Arthur): Why don't you use it for part-time students then?

**Mr. Bounsall:** I take it from the answer that in the programme the \$800 loan portion is not counted, just the grant portion?

**Hon. Mr. McNie:** The loan portion, of course, is federal. It doesn't cost them anything except the carrying charge, that is all.

**Mr. Bounsall:** It comes through the normal route of the bank, right. Therefore, with \$33.7 million put in for this year, it is up from the drastically reduced figure of last year—that figure being \$24.1 million—almost \$9.6 million. That's quite a percentage increase. That's about a 30 per cent increase, or more. Why do you figure that's an appropriate amount? Where do you plan to spend another \$9 million or more?

**Hon. Mr. McNie:** Based again on enrolment predictions, I figure about \$5 million of that will be accounted for by the increase in the parental contribution of \$1,800 to \$4,000.

**Mr. Bounsall:** How much of that?

**Hon. Mr. McNie:** Five million dollars.

**Mr. Bounsall:** Five million dollars, okay.

**Hon. Mr. McNie:** The rest of it is taken up and we can get a breakdown for you if you want it more exactly. The married students will benefit to the extent of \$500,000. We've increased the \$100 bursaries by \$100,000, that is, to the secondary school students.

**Mr. Bounsall:** Yes, but that's a separate category in itself, right?

**Hon. Mr. McNie:** That doesn't come in under it.

**Mr. Bounsall:** That's a separate category.

**Hon. Mr. McNie:** Right. Then there's the question of where both of the student's parents are working and the allowable deduction has substantially been increased to now include the babysitting allowance.

**Mr. Bounsall:** What do you estimate that amount to be? I'm interested in that estimate.

**Mr. D. Bethune** (Director, Student Awards): As I recall it was something like \$2.5 million, I think, for the married students.

**Mr. Bounsall:** I assume you are insisting upon the students being actually married under the criteria that you outlined yesterday for some of these marriages.

**Hon. Mr. McNie:** Yes, there are two things I may say. First of all, we're talking about married students. On the other hand we're also talking about parents. There are two areas where we can prove the student—

**Mr. Bounsall:** I understand that \$5 million relates to number two on your handout giving details of the vote and—

**Hon. Mr. McNie:** That's right.

**Mr. Bounsall:** —you're getting another \$2.5 million apparently because of the students' marital status?

**Hon. Mr. McNie:** There is also the scholarship matter. That is, the increase from the present \$150 limit to the extent of the fees, whatever they happen to be, and that's something that we have to estimate the best we can on the basis of previous experience.

**Mr. Bounsall:** Okay, okay. What is the estimate in that case?

**Hon. Mr. McNie:** He's found it. While we were talking, he's found it here.

**Mr. Bounsall:** Okay.

**Mr. E. W. Martel** (Sudbury East): Yes, but when you left the other night Mr. Jackson was still looking for that material.

**Mr. Kidd:** In the current policy under the programme, with increased enrolment in the CAATs anticipated, we estimate \$26.5 million; the amendment to the parental contribution table, \$2.8 million; the amendment to the modified group A formula, \$1 million; the amendment to the basic weekly parental contribution, \$1.2 million; the amendment to the married students' assessment, \$250,000; amendment allowance or working parental spouse, \$400,000; increase in miscellaneous allowance, \$1 million; and amendment for the assessment or academic awards, \$600,000.

**Mr. Bounsall:** Could I ask you again what the married students' benefit was? Pardon me, that's the \$500,000.

**Mr. Kidd:** Yes, I have two separate headings here.

**Mr. Bounsall:** And what is the sum total of the increases handed out?

**Mr. Kidd:** The increase over the current policy?

**Mr. Bounsall:** The sum of these figures which you have just named.

**Mr. Kidd:** A total of \$7.3 million.

**Mr. Bounsall:** That's \$7.3 million. So there is another \$2.3 million, between last year's expenditures and this year's estimates, that you figure will be taken up—in what way?

**Mr. Kidd:** Increased enrolments, especially in community colleges.

**Mr. Bounsall:** Simply increased enrolment?

**Mr. Kidd:** Also an increase in living costs, in the cost of books and so on.

**Mr. B. Newman** (Windsor-Walkerville): Is there a cost of living increase built in your—there is. What percentage is it?

**Mr. Bethune:** I don't know what the exact figure is, it's approximately five per cent. It is the consumer index figure put in by the federal government. And we have to use that because it is built into the parental contribution table. Then this year there are several communities which have said they cannot get along on the \$30 a week which was the standard up to this year. There were some exceptions like Metro Toronto and Thunder Bay where I believe it was \$32. The others came up, most of them, to \$32 this year.

**Mr. B. Newman:** So it is really a variable cost of living according to location?

**Mr. Bethune:** Yes, right.

**Mr. B. Newman:** I think the concept is good. Now if you could only convince other ministries to use this same idea of a cost-of-living increase—Community and Social Services, and throughout the whole level of government.

**Mr. Martel:** They only use it to get it ratified. I presume, through Ottawa. You would get money back from Ottawa that way, wouldn't you, when you show this up in terms of what the cost-sharing programmes call for?

**Mr. Bethune:** No, Mr. Chairman, this is not so. The grant moneys that are paid out through the Ontario Students Award Programme are outside of the arrangements for transfer of payments from the federal government for post-secondary education.

**Hon. Mr. McNie:** No recovery, 100 per cent no recovery.

**Mr. Bethune:** It is not the same as the Canada Assistance Plan.

**Mr. Chairman:** Mr. Bounsall?

**Mr. Bounsall:** At what time during last year did it become apparent that you were having a great shortfall in applications for student awards?

**Hon. Mr. McNie:** Oh, I would say last November or December.

**Mr. Bounsall:** It was clear by November or December? Plenty of time therefore to make more moneys available to different categories of students or to change your plan in time for the January term. I am thinking specifically about where you have only allowed \$300,000, I believe you said it was, for part-time student support.

With many part-time students simply taking one or two courses, and with your knowledge in November that you were having a shortfall, you had plenty of time to support the part-time students through the second half of the year. I suggest you might do that with whatever funds you find become available. I would urge you to do that. In fact I think you have an obligation to do that with whatever funds you find are becoming available through a shortfall in the estimations in your estimates.

With respect to how you are going to—

**Hon. Mr. McNie:** You might talk to the Treasurer (Mr. White) about that when you are—

**Mr. Martel:** Well, you have already got the funds, have you not?

**Hon. Mr. McNie:** For specific purposes, yes.

**Mr. Bounsall:** You have got approval for the category and I would expect—maybe not expect—but I would hope that you would fight to have more money in that account as it becomes available. I feel you have an obligation to do that.

With respect to the announcements you have made on that \$300,000 support for part-time students, we hear that it isn't going to be used up in administrative costs. I certainly hope it isn't wasted in a study. Perhaps you could reply directly to that? Is it going to be used, consumed, in making a study? Or is it, in point of fact, going to get into the hands of part-time students?

**Hon. Mr. McNie:** I thought I made it clear that it would get into the hands of the students.

**Mr. Bounsall:** Okay. The total number of part-time students that could benefit it seems to me would be in the vicinity of 3,000, if you gave each of them only \$100. Give them \$300 and it totals 1,000. I am very interested how you are going to choose, as you implied yesterday, what particular college or what particular university is going to receive the benefit of this pilot project?

**Hon. Mr. McNie:** Have you any suggestions, Mr. Bounsall?

**Mr. Bounsall:** Have you made a suggestion, have you made a choice?

**Hon. Mr. McNie:** We are thinking about it, yes.

**Mr. Bounsall:** Are you going to choose one rather than several?

**Hon. Mr. McNie:** I would think it might be difficult with \$300,000 to pick several.

**Mr. Bounsall:** You really are picking one?

**Hon. Mr. McNie:** I didn't say that.

**Mr. Bounsall:** Well, you are tending that way as you were tending that way yesterday. How is that one going to be determined, because every other institution in the province is going to be on your doorstep—



**Hon. Mr. McNie:** Obviously it will be a matter of discretion and we hope that the Council of Ontario Universities will agree to whatever suggestions might be made in that respect.

**Mr. F. Laughren (Nickel Belt):** There is nothing beyond that piece of paper.

**Hon. Mr. McNie:** The piece of paper is missing?

**Mr. Laughren:** That piece of paper from which you read when you made the announcement—of \$300,000. It really doesn't go beyond that. Why don't you admit it and get on to the next item?

**Hon. Mr. McNie:** We are talking about loans. There's nothing on that piece of paper that talks about anything but loans. Isn't that right?

**Mr. Bounsall:** There is no grant portion on this.

**Hon. Mr. McNie:** There is nothing referred to in that piece of paper that you are talking about that has anything else but loans on it.

**Mr. Laughren:** You told us yesterday that there was \$300,000.

**Hon. Mr. McNie:** No, but you are talking—let's get back to your piece of paper that you keep waiving around. Let's deal with that first.

**Mr. Laughren:** I haven't got a piece of paper in my hand.

**Hon. Mr. McNie:** Well, you had it. You just referred to it. I'm just saying that there is nothing in there that refers to grants. All right?

**Mr. Laughren:** Where did you get your \$300,000 from?

**Hon. Mr. McNie:** Where did you get it from?

**Mr. Laughren:** From you yesterday.

**Hon. Mr. McNie:** So it had nothing to do with loans. What we were talking about is a pilot project to try to determine what practical way there was to administer part-time loan and grant programmes similar to the present OSAP programme we have.

**Mr. Martel:** That's as much thinking as has gone into it, isn't that a fact?

**Hon. Mr. McNie:** No, I can assure you, Mr. Martel, that there is probably no subject having to do with financing students that has been given more attention by this province and the other provinces and by the federal

government than the subject of how to finance part-time students.

**Mr. Martel:** Well, I never got any documents.

**Mr. Bounsall:** But, Mr. Minister, you've just said that that \$300,000—just now—is going to go into the method—

**Mr. Martel:** You have got \$300,000 you don't need. What are you going to do with it?

**Mr. Bounsall:** —of determining how that money should go out to part-time students. Two or three minutes earlier you said that it went into the hands of the students. Which one is it? It can't go both ways.

**An hon. member:** That's true.

**Mr. Martel:** He doesn't know what he is going to do with it.

**Hon. Mr. McNie:** I don't find any difficulty reconciling the—

**Mr. Bounsall:** What split of the \$300,000 is going to go into a determination and what part of it into the hands of the students?

**Hon. Mr. McNie:** We will speak on the subject of part-time students when we are in a position to. The important thing that I would have thought the opposition would have been interested in, in view of the great deal of attention they have paid in past debates to the lower-income families, was the big step we made in getting the parental level up from \$1,800 to \$2,400. I would have thought that this would be of some consequence to you people on the other side.

**Mr. Laughren:** Could I give you a positive suggestion?

**Hon. Mr. McNie:** Yes, give us a little—don't give us a bouquet, give us a little—

**Mr. Laughren:** A brick? In view of the fact that Laurentian University has the highest proportion of students receiving financial assistance of any university in the province, why don't you use the Sudbury area as your pilot project? There's a university and a community college there; it would be an ideal place for you. The market isn't too big. It would be just the ideal size.

**Hon. Mr. McNie:** I see.

**Mr. Laughren:** If I thought you were serious about telling Mr. Kidd to write it down, I'd be delighted, Mr. Minister.

**Hon. Mr. McNie:** I am always serious.

**Mr. Chairman:** Mr. Bounsall.

**Mr. Laughren:** You are not serious about this whole programme of part-time aid.

**Mr. Martel:** Give us some idea of what you intend to do with this.

**Mr. Laughren:** Give us something, that's all.

**Hon. Mr. McNie:** Obviously there isn't anything—

**Mr. Laughren:** Right.

**Hon. Mr. McNie:** —from the way you have responded to our response to the needs in these other areas—that's going to satisfy you.

**Mr. Martel:** But you could give us some indication of what you are proposing to do. Or how you intend to work it out. But just to say, "There was \$300,000 there and I can't give you any other information," it is obvious that, in fact, you have not thought out how you intend to implement any policy.

**Mr. Laughren:** And since you will not let your officials answer the question, it is obvious to us that there are no answers to these questions.

**Hon. Mr. McNie:** No, no. It is obviously a policy matter and you asked me yesterday about that. I though I indicated as clearly as I could—

**Mr. Martel:** Yes, you told us nothing.

**Hon. Mr. McNie:** —that is going over old ground, if you will look back in Hansard.

**Mr. Martel:** But you told us nothing, which you are refusing to do now; which leads us to conclude that you haven't done anything outside of setting aside \$300,000. You might give us some indication of how you intend to implement it, where, how much the students would benefit, what the guidelines will be to obtain financial assistance. You might give us something.

The usual cry when we talk to free enterprise is that they don't want to give away trade secrets, and so on, and hurt their profit area. But, God, in this one you're all alone! No one can infringe.

**Mr. Laughren:** We'll count on the separation of any interest.

**Mr. Bounsall:** Speaking further on another point. Point six on your handout sheet under

this vote, where "students must have worked for at least two full years to be counted financially independent of their parents," is a pretty flat statement in terms of what they must do to qualify. Am I correct that part of this two-year period which they must put in working before they're financially independent would also include reception of unemployment insurance benefits?

**Hon. Mr. McNie:** Do you want to speak to this, Mr. Bethune? Give them the works.

**Mr. Bethune:** Yes, it's two years—

Interjections by hon. members.

**Hon. Mr. McNie:** Don't just say yes.

**Mr. Bethune:** This is a federal regulation, of course, or a federal criterion which has been agreed to by the 10 provinces and the Northwest Territories, as well as the federal government. This is really what it is: two periods of 12 continuous months in the work force. Which means that they should be registered with Manpower and available for work. As I indicated yesterday, if they should decide that they're going to spend it touring Europe, or something of that nature; they're hardly available for employment in Canada.

**Mr. Bounsall:** So, we can interpret this to our constituents as meaning that as long as you're registered in Manpower for two full years, you're independent, irrespective of whether you've worked or not, irrespective of whether a job can be found, or regardless of whether, in fact, they have worked? As long as they have attempted to receive employment for a two-year period, they would qualify for being independent of their parents?

**Mr. Bethune:** If they're available for work and if Manpower can indicate that they were available, and they check regularly, and this sort of thing. This has nothing to do with this jurisdiction. The federal government is insisting that Manpower provide documentation to the effect that the individual involved has been available, has reported in fairly regularly looking for employment and kept his number before them—that's the way it is interpreted.

**Mr. Bounsall:** I gather the decision on this section, then, is not going to be made by anyone in the Ontario government, but actually by the federal government?

**Mr. Bethune:** Mr. Chairman, no. We make the decision, but we have to base it upon

federally drawn-up criteria, which have been agreed to by the provinces.

**Mr. Bounsall:** So your awards officer will actually be making the decision on that, though?

**Mr. Bethune:** Yes, that's correct.

**Mr. Bounsall:** Your individual award officer will be receiving the information from Manpower?

**Mr. Bethune:** Subject to our check on the validity of their decision, yes.

**Mr. Bounsall:** Further to student support, the graduate fellowship level concerns me from a whole host of angles, not just one. Again, it's \$3 million; the same as last year. By the way then, how much was actually drawn last year in graduate fellowships? I'd be very surprised if it wasn't \$3 million.

**Mr. Kidd:** It was \$2.7 million.

**Mr. Bounsall:** Was the shortfall of 10 per cent because students didn't meet some kind of criterion for it? Was the reason for the shortfall because there were so few graduate students this past year, due to the tuition increases and the ceilings on the payments they could receive, which most universities couldn't afford to pay? Was it because of the amount of time they would be allowed to work at any other job?

**Mr. Bethune:** Mr. Chairman, the reason largely is because of the drop-out situation. An astounding number manage to get through the first semester of the three usually included in the Ontario Graduate Fellowship—the third semester is an automatic award if they have been granted a two-term OGF—but a lot of them don't even go to the second term, never mind the third.

We re-allocated these as best we could to ensure that we could take as many as possible. This is just the way it works out. Now a lot of them, particularly PhD students who had master's qualifications, managed to get teaching appointments at various places and just didn't return for that third session. I suppose we will see them again in a year or two.

**Mr. Bounsall:** So that the small shortfall that occurred was due to drop-outs in the programme?

**Mr. Bethune:** Yes, that is correct. We allow when we are making these awards,

Mr. Chairman, for an over-awarding to ensure that the maximum number can be accommodated by the available funds.

**Mr. Bounsall:** Did the same sort of under-estimation occur in other years, back when they were giving \$3.5 million the year before?

**Mr. Bethune:** Mr. Chairman, yes, it has been much the same pattern. We have left the percentage of over-awards to the institutions to make because they are most aware of the drop-out experience. It seems to follow the same pattern. They don't seem to want to take the risk of being over because obviously then they would be awarding fellowships which would not be available. This could be embarrassing to all concerned.

**Mr. Bounsall:** So the over-awarding really doesn't take place. The institutions in their caution, and probably quite rightly so, don't really—

**Mr. Bethune:** Over-offering! Shall we put it that way, sir?

**Mr. Bounsall:** Okay; over-offering! They don't really make an over-offer.

**Mr. Bethune:** Yes, they do. At Toronto, as a matter of fact I think it is 30 per cent. For example, a graduate school has no way of knowing whether students have applied to other graduate schools. Most of these offers go out about April 1, prior to the academic year to which the graduate fellowship applies. Students shop around and, therefore, an institution may not know whether it is offering to 40 per cent or 50 per cent of the students who are in the over-offering, who are not going to come to that institution.

**Mr. Bounsall:** I am glad you cleared that up as to why there might be under-awarding here. It really is involved in the mechanism by which the awards are tendered and the uncertainty in students' minds, I would think, particularly at the entrance to graduate school levels, of whether they should continue in the drop-out rates. I am relieved because I feel that there is—

**Mr. Martel:** Can I just ask one question? Is there any student from last year who was turned down because of the apparent number of applications and the fact that some might have tried different places? Were there any students who were doing doctorate



work and didn't get financial help despite the fact that they had applied for it?

**Mr. Bethune:** The decision on who is and who is not offered an Ontario Graduate Fellowship is up to the graduate school of the institution concerned. That is not a decision made by the ministry.

All we do is check to see that they have the basic qualifications which have nothing to do with their academic standing. So each institution has a quota on which it over-offers—if you like that expression—a certain percentage. It can replace up until Oct. 31 of any award year.

**Mr. Martel:** But, in fact, what could be happening is that there could be students who need the money and in fact were not designated as OGFs, and they would go their way somewhere else, rather than finishing up doctoral studies. Is that not right? That certainly could happen.

**Mr. Bethune:** Mr. Chairman, this can happen in Canada Council grants, or National Research Council grants—anything you want. We assume that there is a certain level of academic capability on the part of these people. It is up to those people who are on the faculties and working with them to recommend them for the award and we don't get into that area.

**Mr. Martel:** Yes, but the point I am making is that there could be a large number of students with MAs, who would like to do doctoral studies, but don't have the financial assistance so they drop out because they haven't been recommended.

**Mr. Bethune:** No, Mr. Chairman, if that is the situation, they should apply for the Ontario Student Awards Programme for which they are quite eligible and they can get assistance that way.

**Mr. Martel:** Would it be equal to what they would get in the programme we are now talking about?

**Mr. Bethune:** It all depends. They could end up with more.

**Mr. Martel:** They could end up with more. I have some fears because, as the chairman is aware, we could cut this extensively. I think this is one of the things that has accounted for a shortage of qualified Canadian university personnel. With the drop-back in student enrolment at the present time, unless we encourage more vigorously because of the present cutback,

we could end up seven or eight years from now in the same position which forced us to hire an oversupply of Americans originally—simply because we didn't have the staff or the qualified students available.

**Mr. Chairman:** You mean non-Canadians?

**Mr. Martel:** Non-Canadians. We are right into that bind—unless this government is going to make a tremendous impact in providing funds for doctoral studies. With the cutbacks that are going on today, not in terms of money, but in cutbacks or student drop-outs—

**Hon. Mr. McNie:** As a member of the committee, Mr. Martel, you would be aware of the fact that there was a provision in this year's graduate fellowship grants that no more than 10 per cent go to non-Canadian—

**Mr. Martel:** I am not worried about the non-Canadians.

**Hon. Mr. McNie:** You are not worried about it?

**Mr. Martel:** No, I am not.

**Hon. Mr. McNie:** You don't think that it matters how many—

**Mr. Martel:** I am looking at the overall picture.

**Hon. Mr. McNie:** No, but you are talking about producing Canadians for teaching posts.

**Mr. Martel:** Right. But I don't want to get hung up—

**Hon. Mr. McNie:** Surely this is one of the criteria then, right?

**Mr. Martel:** Yes. We will make recommendations on that aspect. I don't want to get involved in what the committee is going to report on—

**Hon. Mr. McNie:** No, but I said you would be aware of the fact that the graduate fellowship programme had this provision in it. Do you disagree with the provision?

**Mr. Martel:** No. But what I am concerned about is that moneys weren't used. It seems to me that with the cutback—not cutback, I don't want to use that word—drop-outs occurring in the universities at the present time, people dropping out and coming back later on, if we don't turn out enough doctoral people we could, in five, six or seven years from now, Mr. Minister, be in the same position the university community was in six or

seven years ago when we simply didn't have enough Canadian graduates to fill all the posts, particularly in the key sectors; and we again would have to go back to hiring them from outside the country.

**Hon. Mr. McNie:** Would you agree that right at the moment there are plenty of qualified Canadian PhDs in—

**Mr. Bounsall:** Mr. Minister, you can't turn the tap on and off like that.

**Mr. Martel:** That is the point I am making.

**Mr. Bounsall:** You just can't turn it off.

**Hon. Mr. McNie:** We are not turning it off. We have also got plans that we have got to discuss with the Committee on University Affairs and the Council of Ontario Universities, having regard to next year, to make sure that we are going to provide for the best students to stay in the Canadian universities and get their PhD.

**Mr. Foulds:** Well, Mr. Martel is worried about five years from now.

**Mr. Martel:** I am worried that if we don't escalate this programme—

**Hon. Mr. McNie:** The university people are aware that this is a fact, and a commitment on the part of the government.

**Mr. Martel:** You yourself know that you had to move to a completely different way of financing the universities this year to keep out of a real bind. You moved to a slip year.

**Hon. Mr. McNie:** This was what was recommended by the universities—

**Mr. Martel:** Right. All I am saying is that in the process of people dropping out at the present time we could lose a lot of good students for financial reasons. I don't want to get us into the same box or jackpot we were in 10 years ago which brought about the problem the committee is now studying. I don't want to talk about its recommendations—I am trying very desperately to stay away from that. I simply want some type of assurance that every student who is working in doctoral studies can make use of, or has access, to money. I don't think, although you had money left over last year, that as many students as wanted money got it.

**Hon. Mr. McNie:** Have you any evidence yourself to prove to the committee that we are losing any of the best students you are talking about?

**Mr. Martel:** No, I don't. A number of people have indicated that. We interviewed various people during select committee discussions and a lot of them said more money was necessary for students in that range.

**Hon. Mr. McNie:** Everybody is agreed that there is a need for more money.

**Mr. Martel:** I am worried that we don't get into the same trap again, Mr. Minister. I question that amount of money then, particularly when it's a very limited \$3 million and we don't use it all. There is something wrong. We are going to be in the same box in another couple of years from now and we are going to be forced to go outside the country to draw on other countries.

**Hon. Mr. McNie:** Maybe Dr. Parr can speak to that.

**Dr. J. G. Parr (Deputy Minister):** I don't think that graduate enrolments at present would indicate that that kind of shortage is going to arise.

With respect to the underspending in this fund, while one can't disagree that it would be good to recoup it, I think one has to recognize there are difficulties, in making it known to those students so late on in the year, if additional moneys at one university or another do become available. But it is certainly a point that we should consider.

**Mr. Martel:** That is all I am asking—that you do have a look at these facts. As the chairman knows, we have had so many different delegations before us and this was one that I think nearly every group talked about. I don't want to indicate what the committee's recommendations are going to be, I am trying to stay away from that, but I just think it is an area the department should look at pretty carefully.

**Hon. Mr. McNie:** I think we have the same commitment as you have—making sure that we don't lose the gains that we have made in post-graduate studies. We have that in mind I can assure you.

**Mr. Bounsall:** This was the point I was about to embark upon, Mr. Minister. I feel that with this level of the Ontario Graduate Fellowship—\$3 million—the same as it was the year previous, down \$500,000 from the year previous to that, and down \$2 million from the year previous to that, we are grossly discriminating against graduate students in Ontario.

**Hon. Mr. McNie:** How do you reconcile that with the fact that we were being criticized in the House not long ago for a superabundance of PhDs on the market—

**Mr. Bounsall:** I don't know, Mr. Minister, whether—someone may well criticize—

**Hon. Mr. McNie:** —for teaching posts? In fact it turned out that most of them—

**Mr. Martel:** If you look at the field of sociology the increase of Americans is two per cent in the latest report too. How do you justify that despite all the flak that has gone on?

**Hon. Mr. McNie:** Are you talking about students?

**Mr. Martel:** No, I am talking about personnel hired in the last year. In sociology and anthropology, about two per cent more of the personnel is American.

**Mr. Chairman:** Mr. Martel, I wonder if you would let Mr. Bounsall continue with his questions.

**Mr. Martel:** Well, he asked someone to justify it.

**Mr. Bounsall:** What point were you speaking to, Mr. Minister?

**Hon. Mr. McNie:** I was speaking to the reservoir of qualified Canadian PhDs in any of these disciplines.

**Mr. Martel:** You are not using Canadians, that's why.

**Mr. Bounsall:** All right. In the figures for mid-January, 1973 the unemployment rate among PhDs was nine per cent among those who were landed immigrants. Of all those who had PhDs, the unemployment was nine per cent among that portion who were landed immigrants. The next highest category was—overall; not with respect to citizenship or status as to whether they are landed immigrants or not—was in the physical and applied sciences at six per cent. That was last January. Those are pretty low figures, and each of those can be explained.

**Hon. Mr. McNie:** Are you talking about employment as teachers, or employment, period?

**Mr. Bounsall:** Well, we are talking about PhDs. And this is where graduate training leads too, right? We can get into the teaching sector of it if you like. And I will shortly. That is pretty low. Anyone who says there is

a great pool of unemployed PhDs or graduate students looking for jobs around this province, even in as high an unemployment month as last January, does not have the figures at his fingertips.

**Hon. Mr. McNie:** But, if I may, a great many of those people who would have preferred to be in teaching are employed elsewhere and I think there is an indication that they are profitably employed elsewhere. But their choice was teaching and there were not teaching posts available.

**Mr. Bounsall:** But that is their personal preference.

**Hon. Mr. McNie:** You were expressing concerns earlier about the ability to fill posts, and whether we necessarily need PhDs, which is another question.

**Mr. Bounsall:** Well, I sometimes wonder.

**Hon. Mr. McNie:** Sorry, Mr. Bounsall, knowing you have a PhD.

**Mr. Bounsall:** So has your deputy.

**Hon. Mr. McNie:** All right, I am speaking to him, too.

**Mr. Bounsall:** Getting on to the teaching area solely, then. It is quite clear, or it has been clear from various sources, including from the Council of Ontario's Universities' presentation for the Select Committee on Economic and Cultural Nationalism, that there are still drastic shortages of qualified Canadian PhDs to take up teaching posts in some of the cultural and value-sensitive areas, such as sociology, political science, English and history. There is still, in the teaching area, a need in each of those four fields for Canadian graduates at both the masters and the PhD level.

**Dr. Parr:** Mr. Chairman, one can't deny that shortage in certain specific subjects right now. Indeed, it may continue, because I recall in the freewheeling days of the CUA, that universities would report that even though in a particular subject area—a wide subject area; say, English—there might be enough PhDs in the province, and certainly in the country, for the positions available, their specialty was wrong. As I am sure Dr. Bounsall knows, academics cut the cheese very fine. So one might always find shortages, despite the fact that macroscopically there appear to be lots of PhDs. This does not deny the point you have made, however. Now, with respect to the—



**Hon. Mr. McNie:** You had better explain what you mean by cutting the cheese very fine for the benefit of those who are not PhDs.

**Mr. Foulds:** Or cheese makers.

**Dr. Parr:** The area of specialization becomes narrowed down to a very finely honed edge of expertise. So a person who has a particular qualification in, let's say, English, which one might think equips him for a particular position, finds that he isn't equipped for it because he is a 17th century poetry man instead of an 18th century prose man.

**Mr. Foulds:** And what a world of difference there is between the two.

**Dr. Parr:** With respect to the situation, however, I don't think it is fair to relate it too specifically to an underspending of funds in the fellowship programme. There are many other aspects that one has to consider. I think in this respect it is not insignificant that the new programme, which is coming in for 1974-1975 at the recommendation of the Council of Ontario Universities, does not require that the person state that he wishes to go into university teaching, which is, of course, a condition for the current OGF programme.

**Mr. Bounsall:** I understand full well that the decreased number of graduate students is not entirely due to the graduate fellowship. We have seen in this past year the tuition increase by almost 80 per cent, and the cynical announcement last spring that the ceilings on payments to graduate students could be raised from \$1,800 to \$2,400, without the universities being given any money to do this. You can give another \$300 bursary in the summer, again without giving the universities more funds to do that. All of these have conspired against a student choosing to take graduate work at our universities.

This is rather bad from another aspect. It came up several times in a recent conference that was held. Why should Ontario produce an oversupply of PhDs—Ontario, which until the early 1950s, in most of its technical posts and I think virtually all of its graduate posts—I know the technical field better than the others—virtually imported from other countries, mainly England and France, the PhDs that were here and research people that were here. As soon as Ontario seems to get into a position where, for the first time, it can start repaying that debt to the world—the debt it owes over a great many years to other countries, and the debt it owes in terms of the

cost of training of those students—you try and cop out.

**Dr. Parr:** Mr. Chairman, I think that there are many PhDs in the technical fields, in science and related subjects, who if they were able to offer their services to other countries right now, would perhaps be happier doing that than doing the existing post-doctoral fellowships which they are currently engaged in.

**Mr. Bounsall:** Are you saying you have studies to show that they can't get jobs outside Canada?

**Dr. Parr:** I think that the situation in the United States for such people is just as tight as it is in this country.

**Mr. Bounsall:** That's not the type of transfer I am talking about, Mr. Deputy Minister. Europe fed North America, North America now can start feeding South America and Africa. There is demand in those places. By saying that because we can't employ all of our graduates of graduate programmes in the Province of Ontario we are going to cop out—is a real copout. We have an obligation, and many of them would go to those other countries.

**Hon. Mr. McNie:** Let me say that this is an interesting switch, because usually we are being charged with being too indulgent in entertaining people from abroad and some people have told us it's about time that we started cracking down on people from abroad. The position we have taken, looking at the whole spectrum and not just a slice of it, is that we have an obligation to international scholarship and we think that to an extraordinary degree we have discharged it. Frankly, anyone looking at the total figures would understand this.

**Mr. Bounsall:** That's a different point from the one I was speaking to.

**Hon. Mr. McNie:** I just didn't want—

**Mr. Bounsall:** Provided there is no drop-off in the sort of thinking that we have an obligation to train people from other countries and if the mix is good, I am satisfied in that area at the moment.

What I am talking about is the overall decision and encouragement that is given to the public to criticize the overtraining of graduates in graduate programmes when there is opportunity—

**Hon. Mr. McNie:** Really, we have not said that. The government has gone on record and I personally have gone on record on this subject. Really, all you are talking about is the total amount of dollars that are involved, and equating this totally with dollars. The universities, of their own volition, decided when they were faced with the constraints to recommend to us that the teaching fellowship be increased from \$1,800 to \$2,400. The Committee on University Affairs accepted this recommendation and it was recommended to us.

As far as we are concerned, I don't think we are really very far apart in the kind of climate, the kind of environment we are trying to create. It is just a question of degree at this particular time.

**Dr. Parr:** Mr. Chairman, I wonder if I just respond to one comment that Mr. Bounsall made. Without denying the ethical desirability of qualified people going from this country to others which may need their services, I can't agree altogether with him that the combination of the need of these other countries currently and the willingness of qualified people in this country to go to them is quite as great as he would suggest.

**Mr. Bounsall:** Have you seen any statistics on this? Can you throw me any statistics?

**Dr. Parr:** I will dig some out, Mr. Chairman.

**Mr. Bounsall:** I would like to see them.

Turning, therefore, to one portion which came up in yesterday's discussions and which interested me: We are, perhaps, in the same situation here as we are with respect to the \$300,000 for part-time student grants—that is, that section dealing with the bank loans which have been made more readily accessible to part-time students. Just exactly whom in the banking world has the minister talked to? He has admitted that he has not talked to the bank managers and this word hasn't filtered down. Precisely whom did he talk to and what was the conversation?

**Dr. Parr:** This is the matter of the part-time loans?

**Mr. Bounsall:** This is the bank loans that are being made more accessible to part-time students and that bank managers haven't heard about yet.

**Dr. Parr:** Mr. Chairman, I can't give a precise answer but I do know that Treasury, Economics and Intergovernmental Affairs has,

on our behalf, now been in touch with the banks—specifically, I presume, with the head offices of banks. There has to be some enabling legislation, I believe, which would permit the banks to have a line of credit extended through them from the universities and this legislation is now well in hand.

**Mr. Bounsall:** By "well in hand," when is it going to be introduced?

**Hon. Mr. McNie:** The answer to that I gave the other day. We don't know. It will be just as soon as we can. We have been working at it and when we start working with the banks and the banking people we find that we aren't able to accomplish it as quickly as we would have liked.

**Mr. Bounsall:** It is clear it won't be able to help any part-time students who are participating in the summer programmes, then?

**Hon. Mr. McNie:** That's right.

**Mr. Bounsall:** Is there any chance that it will be in before September?

**Hon. Mr. McNie:** As far as I am concerned, there is no question about it.

**Mr. Bounsall:** Introduced and passed before June 22?

**Mr. Martel:** Can you make it retroactive? How is it going to help the students this fall? Unless you make the legislation retroactive?

**Hon. Mr. McNie:** I am not sure that this legislation is required before the breakup.

**Mr. Bounsall:** Is it just a regulation change? That could be done at any time?

**Dr. Parr:** Yes.

**Mr. Bounsall:** How will this regulation change be made known?

**Hon. Mr. McNie:** How will it be made known?

**Mr. Bounsall:** Just through the Gazette? I don't think many bank managers read the Gazette, you know.

**Mr. Martel:** That's my favourite reading.

**Mr. Bounsall:** In fact, not many MPPs read the Gazette.

**Hon. Mr. McNie:** If the newspapers, among others, are as interested in the subject—and I am sure they will be—as the opposition, that will be one of the ways in which we will let them know.

**Mr. Bounsall:** Okay. Let me give you a suggestion here. Why don't you take a little bit of initiative on your part, on the ministry's part, when this regulation change is made and really go on a PR job, even if this means only writing letters to the bank managers?

**Mr. Martel:** You don't have to encourage them along that line.

**Mr. Foulds:** They do PR jobs even without the programme.

**Mr. Bounsall:** The ministry, one portion of it, went for quite a while without having any communications with the nursing schools after that big announcement was made which affected them rather drastically.

**Hon. Mr. McNie:** That's not true.

**Mr. Bounsall:** Maybe just some nursing schools in some areas didn't get it then? They sure didn't get a steady feedback of information, certainly not initially.

**Hon. Mr. McNie:** Let's not get back on to that!

Interjections by hon. members.

**Mr. Chairman:** Order!

**Mr. Bounsall:** I am just rather concerned that, when this regulation change is made, that information gets out to every bank manager in this province the same day.

**Hon. Mr. McNie:** I can assure you that no stone will be left unturned.

**Mr. Foulds:** I am going to be checking.

**Hon. Mr. McNie:** That's the best I can do.

**Mr. Bounsall:** On that note, I will drop out for the moment.

**Mr. Chairman:** Shall item 2 carry?

**Mr. B. Newman:** No.

**Mr. Martel:** No, Mr. Chairman.

**Mrs. Campbell:** No.

**Mr. Chairman:** Mr. Newman.

**Mr. Martel:** I haven't spoken yet.

**Mr. B. Newman:** Mr. Chairman, I don't intend to be lengthy at all. I have a few topics that I have brought up year after year and I intend to repeat them until the time I get some definitive action on the part of the ministry.

One is concerning the provision of grants to Canadian students who attend American Universities. Sometimes it isn't necessarily by choice; sometimes it is because the programme is not necessarily available in a Canadian university. Sometimes it is also that the individual wishing to attend the university would not be accepted in a Canadian university but has a chance to further his education by going to an American university.

It is especially important in the centres which are border towns and where the individual can go two or three miles or maybe 10 miles into the United States to get this type of education; whereas to get it in Ontario he might have to travel to Toronto or Hamilton or to Kingston.

I am asking the minister if he is giving serious consideration to providing grants to Ontario students in addition to the loans. As it is today, I understand an Ontario student attending an American university gets a loan only. Why should we discriminate against the student who lives in a border city?

Take my own community. There are some courses that are not necessarily available in Canada and, again, maybe the individual wants to go to this institution for other reasons. He goes across to Detroit or just outside Detroit and attends Michigan State or Eastern Michigan University or the University of Michigan and is not provided with a grant. He is provided with a loan only. May I have an answer from the minister on that?

**Hon. Mr. McNie:** The policy, Mr. Newman, at the moment, is that they qualify for a loan not a grant.

**Mr. B. Newman:** Yes, I know. I'm asking you to reconsider that. It has been the policy now since the department has been set up, and even prior to that, when the Ministry of Education had authority over the colleges and universities. And it does concern me, Mr. Minister. I think you are discriminating against a student who may live in the Windsor area and can go to the University of Detroit for a course.

The number of Canadian students who are going to American universities, were they to go to Ontario universities, you would probably have to build at least another one or two universities. So, it is actually money-saving in the long run. Yes, I'm pretty sure you would have to.

**Hon. Mr. McNie:** Even though this might be at the expense of the enrolment at the University of Windsor, you feel this would be good?



**Mr. B. Newman:** No, I'm not saying that, Mr. Minister. I'm saying where they cannot get the course in a Canadian university, cannot get it in Windsor and would have to travel maybe to Hamilton, or to Toronto, or to Ottawa, or to Kingston, but can get it across the river.

**Hon. Mr. McNie:** What course, for instance, have you got in mind?

**Mr. B. Newman:** Mr. Minister, you're asking me for courses? Your officials should know enough about that and they agree with the principle that I enunciate except you wish to discriminate against the student that lives in a border city. Even if he could get the course in Toronto, wouldn't it be better for you to provide him with some portion of a grant in addition to that? Are we not interested in the continual education of some of our youth? Maybe the individual doesn't want to go to a Canadian university. He wants to go over there. Why shouldn't he have that freedom of choice?

**Hon. Mr. McNie:** Let's not deal with border cities. Let's deal with the whole spectrum. You're talking then of the whole spectrum of anywhere in the United States or anywhere in Europe, let's say.

**Mrs. Campbell:** Wherever he can get the course.

**Mr. B. Newman:** Let's say, specifically, across the river using the Windsor area, or in Sarnia going across—

**Hon. Mr. McNie:** I am only trying to get some dimensions of your interest. I know that you have a special interest, coming from the area that you do, in Detroit. But I'm also thinking about other people who might come from the north, say, who might want to go to Europe to take a special course. Do I understand that you're saying that it should be a matter of government policy that grants should be given to people to go overseas to take a course?

**Mr. B. Newman:** As long as the individual is going to further his education and maybe could give you some guarantee that he is going to provide services in our own country for a specified number of years, I would even go that far, yes. If another country is willing to educate him at its expense, so to speak. After all, you take a medical doctor: What do we contribute toward his education—\$130,000 for his four or five years? That's the cost to the Canadian taxpayer.

**Hon. Mr. McNie:** If a medical doctor goes abroad, as many of them do, to do graduate study work, he borrows. They all borrow. There are no grants involved, even though there are some very substantial amounts.

**Mr. Foulds:** Who do they borrow from? OHIP?

**Mr. B. Newman:** Mr. Minister, you still don't get the point. You are penalizing the individual who lives in a border city and could cross over there to get his education, whereas he might have to come—

**Hon. Mr. McNie:** To give them that advantage, I think, if it were just accorded to the border cities, would penalize the people from up around Mr. Martel's or Mr. Laughren's neighbourhood.

**Mr. B. Newman:** They can't get it 20 miles or 10 miles away from home, Mr. Minister.

**Hon. Mr. McNie:** Mr. Laughren could say the same thing.

**Mrs. Campbell:** Some people from Toronto can't get it. Let's face it.

**Mr. Chairman:** Order, order, please.

**Mr. B. Newman:** Don't you get the point, Mr. Minister?

**Mr. F. Drea (Scarborough Centre):** Mr. Minister, on the basis of that thinking, we would never have built Brock University. I grew up in the Niagara Peninsula, Mr. Minister, and there wasn't a university there and you had to go to the States. Let me tell you that since we built Brock University in the Niagara Peninsula it's made an awful lot of difference to our kids. And if we'd taken that attitude we'd still be exporting them.

**Mr. B. Newman:** Mr. Minister, I don't disagree with what the hon. members says, but there are some courses that are not available in the university. Why shouldn't the individual have the opportunity of getting the thing sort of in his backyard across the river if it's available to him? If he wishes to go there, why shouldn't he have that opportunity?

We have Canadian students who are enrolled in the University of Detroit in the dental school. They're Canadians who are going there. Why shouldn't they get financial assistance by way of a grant to go

there? Why shouldn't they? See, you don't have an answer for that.

**Hon. Mr. McNie:** Right. I told you what the government policy was.

**Mr. B. Newman:** All right, then. It's policy—that policy will probably change only in 1975.

**Hon. Mr. McNie:** As I understand your party's policy, you are prepared to pay grants to students who want to travel anywhere in the world to take a course that's not available in Ontario.

**Mr. B. Newman:** Mr. Minister, I'm not talking about anywhere in the world. I'm trying to point out to you—

**Hon. Mr. McNie:** Where do you draw the line?

**Mr. B. Newman:**—that rather than have him only travel a few miles, you would rather—

**Hon. Mr. McNie:** Mr. Smith asked yesterday about why set a date. I mean who is going to set those things?

**Mr. B. Newman:**—provide him with a substantial grant and have him go all the way to Toronto. Rather than give him a smaller grant and have him go across the river.

**Hon. Mr. McNie:** I think, with the university's position today and with respect to enrolment and the need for sustaining employment at the faculty level, the answer would be yes.

**Mr. B. Newman:** You noticed, Mr. Minister, when we discussed the University of Virginia earlier, that the University of Windsor didn't set up a course for the teachers who wished to get their master of education.

**Hon. Mr. McNie:** They will.

**Mr. B. Newman:** It took that pressure, first, before they got off their backsides, to decide that there was the need for it in the community, the demand for it in the community. Then they finally got into it.

**Mrs. Campbell:** It's all right to bring American universities up here, or people from all over the world to teach here, at our expense, but it's not all right to send our students there when there are no courses here. That's your answer. It's the policy.

**Mr. B. Newman:** You are penalizing, Mr. Minister. I have a student who is attending—I think it's the University of Denver, I'm not sure. He gets the loan only. The student comes from probably the lowest economic class that an individual could come from and he is doing excellently in the school there. He's got the loan from the province, for which he is most appreciative. But why shouldn't we have been able to help him a little more than that?

You will say that maybe he will not return to Canada to give us the benefit of his education. You could also say the same thing about Americans who have come over here and are teaching now. They're not returning to the States to give the benefit of their education to their own American citizens. It's the same for the European doctors.

We've been stealing talent from other countries for years and years and years simply because we did not develop our post-secondary education in certain fields to the extent that we needed. We always thought that we could steal medical personnel from all parts of the world.

**Hon. Mr. McNie:** As Mr. Drea said, if you pursued that argument a number of years ago exactly the way you are, we would never have had Brock University or some other universities—even Windsor.

**Mr. B. Newman:** By no means, Mr. Minister, because your comments were never presented to me—

**Hon. Mr. McNie:** And certainly many of the courses that they are offering.

**Mr. B. Newman:** I'm not asking you for those courses that are being offered in Windsor. I'm not asking for that at all.

**Hon. Mr. McNie:** But you wouldn't have had them, either.

**Mr. B. Newman:** Where in Windsor could a student go to medical school?

**Mrs. Campbell:** Or a dental school?

**Mr. B. Newman:** Or a dental school?

**Hon. Mr. McNie:** Or if she lived in Sudbury?

**Mr. Martel:** You want to believe it.

**Mr. B. Newman:** But you see, in Sudbury he would have to travel, what, 200 miles to Toronto? In the Windsor area he would have to travel six miles to the University of Detroit—by far closer than most students who

live in Toronto have to travel to the University of Toronto.

**Hon. Mr. McNie:** I find it hard to reconcile the great concern that people have about overt American cultural influences in Canada. There is great concern about our people getting totally funded to go abroad. I'm not sure that the taxpayer would agree with them.

**Mrs. Campbell:** Totally funded?

**Hon. Mr. McNie:** With a loan.

**Mr. B. Newman:** Mr. Minister, I won't convince you, so I won't talk any more on that. But that change will take place within the not-too-distance future.

**Mr. Martel:** In the fullness of time.

**Mr. B. Newman:** I wanted to ask another question of you. What is the ministry doing to encourage excellence?

**Mr. Foulds:** Try that one on for size.

**Hon. Mr. McNie:** What do you mean by excellence? This came up at the seminar the other day.

**Mr. B. Newman:** The top-notch student in the school.

**Hon. Mr. McNie:** One of the things, of course, we're doing as I mentioned earlier—I'm not sure whether you were here or not, Mr. Newman—is that we are making it possible now for students to get scholarships. That's one of the indications of excellence.

**Mr. B. Newman:** In what field are these scholarships?

**Hon. Mr. McNie:** It doesn't make any difference.

**Mr. B. Newman:** Are they in athletics?

**Hon. Mr. McNie:** Well—

**Mr. B. Newman:** See. Now this is the only topic I wanted to bring up. I wanted to bring up the athletics. We recognize ability in every activity in the school. We'll recognize it in science. We'll recognize it in chemistry. We'll recognize it even in music.

**Hon. Mr. McNie:** You haven't given me a chance to answer the question yet.

**Mr. B. Newman:** But we will not recognize it in athletics, even though the student may be an average or even above-average student. We will not provide him with an athletic scholarship. We depend on our American

friends to come in here and steal our talent and provide them with all types of athletic scholarships. I would prefer to see our top-notch athletes stay and attend Canadian universities. But you can't blame them.

**Hon. Mr. McNie:** It is not the government that is giving these scholarships we are talking about. There is nothing to stop them. There is nothing to preclude private endowment for scholarships.

**Mr. B. Newman:** I am asking for government to sponsor and provide athletic scholarships. This is what I want.

**Hon. Mr. McNie:** There are a great many athletic people who don't agree with you, including a great many of the athletic directors. As a matter of fact, the Ontario athletic directors' association disagrees with you.

**Mr. B. Newman:** I don't expect everyone to agree with me, Mr. Minister. I am only pointing out that you, yourself, personally would like to see it.

**Hon. Mr. McNie:** Well, I happen to disagree with you, too.

**Mr. B. Newman:** I don't think you really do. I think you are talking as a minister, but you are not talking as a person.

**Hon. Mr. McNie:** I am speaking as a person, yes. I happen to disagree with it.

**Mr. B. Newman:** You don't agree with athletic scholarships at all?

**Hon. Mr. McNie:** I disagree with the athletic scholarships in the universities, yes.

**Mr. B. Newman:** You would prefer to see—

**Hon. Mr. McNie:** For the same reason that the association, which year after year after year stands to benefit from them if anybody is to benefit from them, has gone on record as being against them.

**Mr. B. Newman:** All right.

**Hon. Mr. McNie:** Both on the Canadian and on the Ontario level.

**Mr. B. Newman:** Then you don't agree with the federal approach to the provision of athletic scholarships? You think they are wrong?

**Hon. Mr. McNie:** I have some reservations about the programme, just as a great many of their people do, too.



**Mr. B. Newman:** At the recent meetings in Ottawa did you oppose them, and suggest that they drop athletic scholarships? Did you oppose them?

**Hon. Mr. McNie:** I don't remember the subject of athletic scholarships coming up then.

**Mr. B. Newman:** Well, scholarships come up. What is the difference?

**Hon. Mr. McNie:** No, scholarships didn't come up, either, at that particular meeting they were at.

**Mr. B. Newman:** All right then, I can't argue with you. But we recognize—

**Hon. Mr. McNie:** I happen to know that this subject at Ottawa that you are referring to has been a subject of some considerable discussion and controversy and there is certainly no unanimity among the people at Ottawa on this subject.

**Mr. Martel:** How are the Tories on that one? Are they split on that issue? Check.

**Mr. B. Newman:** I can understand that there may not be unanimity, but Mr. Minister we lose so many of our good athletes to the United States. We have an opportunity to keep them here. Our performance in the past in international and Olympic competition certainly doesn't leave us much to brag about when we see small nations throughout Europe that far surpass us. I can recall being in Olympic competition where the gold medal we won was from a fellow who could pull his index finger fairly well and it was in shooting competition.

**Hon. Mr. McNie:** From Saskatoon.

**Mr. B. Newman:** We have got all kinds of athletes that we should be encouraging. We'll need them in our secondary schools, we'll need them in our post-secondary schools, and you yourself think that fitness is extremely important. We would rather not provide fit bodies. We would rather provide more money for Dr. Potter.

**Hon. Mr. McNie:** I might say that it is very easy for us to get off the subject at hand here. We are taking wide latitude when we start talking about gold medals and silver medals and such. But Canada's performance hasn't been nearly as bad as the press have pointed it out to be. Something short of a gold medal or a silver medal is not something to be ashamed of. I think Canadian athletes on the whole have performed very well, tak-

ing into account that there was something in the order of 115 to 120 countries. Many of them are much larger than Canada.

**Mr. B. Newman:** I can go you one further. I think Canadian athletes performed exceptionally well in spite of the ministry's attitude. I think they could have performed by far better had we had a little encouragement.

**Hon. Mr. McNie:** Mr. Newman, I might also add that the university physical education people today are delighted with the extent of the participation of their students in sports—and not necessarily sports of the kind that get all the press—but the kind of sports that are helping people to develop them as individuals.

**Mr. B. Newman:** Yes, but unless we develop excellence in—

**Hon. Mr. McNie:** It has never been higher as a matter of fact—the participation in the individual sports on the campuses—than it is right to today.

**Mr. B. Newman:** Why did you hire Dr. Parr? Because you saw a good man, you saw excellence there. That is why you hired him. So wouldn't you as a—

**Hon. Mr. McNie:** Most of all he has a sense of humour.

**Mr. B. Newman:** You stole him from the University of Windsor where you recognized excellence also, so I would say that when a Windsor member speaks generally he is speaking with excellence in mind, and he hopes that the minister realizes this and implements or gives serious consideration to some of the things he has to say.

**Mrs. Campbell:** Flattery will get you nowhere.

**Mr. B. Newman:** Well, I have tried the other approach. It got me nowhere. So at least honey should be able to catch more flies than vinegar.

**Mr. Chairman:** Mr. Newman, I think the minister has answered you fairly definitely, as definitely as he has answered any question. He's opposed to athletic scholarships. If you have anything further, I'll appreciate hearing it.

**Mr. B. Newman:** Mr. Chairman, I accept the minister's recommendation, or his policy on the thing, except I don't agree with it. He doesn't agree with me.

**Mr. Chairman:** That's very clear.

**Mr. B. Newman:** And it will stand as such. I wanted to ask of the minister two other small items. One is concerning the increasing of the bursaries to secondary school students from \$100, upgrading it. I know from practical experience it has been a real asset to the students who I know received it. They would have been drop-outs, and today they are making a substantial contribution to society because this was available. Now this \$100 was back maybe 10 or 12 years ago.

**Hon. Mr. McNie:** But as I indicated to you last night—I am not sure whether it was during the session or after—I agree with you, this is something that needs to be looked at closely. And we will look at it.

**Mr. B. Newman:** Well, I'll complete my remarks, Mr. Chairman, hoping that the minister will give reconsideration after he has a good night's sleep to the implementation of athletic scholarships and likewise to assistance to students who, because of circumstance, because of the lack of programming, would prefer to attend a university close to home, rather than far away, and can't attend. Thank you, Mr. Chairman.

**Hon. Mr. McNie:** Thank you.

**Mr. Chairman:** Mr. Martel.

**Hon. Mr. McNie:** Are you going to speak to athletic scholarships, Mr. Martel?

**Mr. Martel:** No, I'm not. It doesn't belong in that field.

**Hon. Mr. McNie:** Lay off those cigars if you are going to get to the Olympics.

**Mr. Martel:** I'm very athletic. I'm still waiting to be drafted, you know. There are places I could sign for \$1 million. They've taken Gordie Howe out of mothballs.

**Mr. H. C. Parrott (Oxford):** You are a draft?

**Mr. Drea:** We tried for years to have you drafted.

**Mr. Laughren:** You are in as good shape as he is.

**Mr. Martel:** I just want to go back to something on the student awards programme. Just for clarification. They're still based on disposable income, is that right? You know that rather ridiculous term, "disposable income"?

**Mr. Bethune:** Mr. Chairman, I agree "disposable income" is a horrible term. I don't think anybody these days has disposable in-

come, unless they are people beyond our acquaintanceship.

**Mr. Martel:** Right.

**Mr. Bethune:** We talk about discretionary income.

**Mr. Martel:** All right, discretionary income. It's a new term. You used to use "disposable income," though, didn't you?

**Mr. Bethune:** Not in the last six years while I've been here.

**Mr. Martel:** Oh no, you were when I was first around here. That's what was left after taxes—

**Mr. Bethune:** Someone was using poor English, I suspect.

**Mr. Martel:** That's what was left after taxes, I understand, so you could then determine how much the parent's portion was to be and the student's input from his summer employment, and therefore you finally came around to determining how much you would lend him or grant him. Is that not roughly the way it used to work? It still works that way doesn't it?

**Mr. Bethune:** That is quite rough. Mr. Chairman, we use the gross income of the family. We deduct the income tax which is paid, but we have allowances which are applied against this. In the case of parents who have young children there are babysitting costs and there are the costs of OHIP.

There is at the moment very active consideration being given a recommendation made by the provinces to the federal government that they also take a look at those items which are deductible at source to a great many people, and even union dues have been mentioned. What the federal government is going to do about this I don't know. So we come down to a net income which—

**Mr. Martel:** That is the point.

**Hon. Mr. McNie:** Speak to your friend in Ottawa because he has got an awful lot of influence right now.

**Mr. Martel:** I think Mr. Bethune knows exactly what I am coming at.

**Mr. Bethune:** We try to arrive at a net income now, which is quite different this year from previously, when we had what we called an index figure which was very difficult to explain. There was this ubiquitous \$1,800 which floated around from point to point and we could never explain it. Now the whole

thing is built into an overall deduction of—\$4,400 I think is where the table starts for a normal family with no children, and then there are extra allowances for each child depending upon the age of that child.

Then there is a split in the award if they have more than one child at a post-secondary institution, from the discretionary bit of their income. But it is expected that there is a certain basic amount which each family can provide for one student going to a post-secondary institution of \$18.25 a week, once they get beyond this \$4,400 mark.

**Mr. Martel:** Right, but let's come back to the net income figure. That is the figure that has always bothered me because there is discrimination then to those who are allowed to write off a host of things as opposed to those who cannot write off very many things.

Frequently, you see, it's the person with two or three kids with a fixed income, or a salary; his net income is arrived at easily. Then you come to the business community where you see the man who has a yacht, a summer camp, four cars, and his net income is almost negligible, and his kids end up with \$1,700 in loan and grant. And the guy who carries a lunch bucket might earn \$10,000 or \$11,000 a year with a family of two or three; in fact, his son or daughter does not get nearly what the very successful business man can get.

**Hon. Mr. McNie:** Are you giving grants to people that he describes?

**Mr. Martel:** Yes, you are darn right you are!

**Hon. Mr. McNie:** If you are, you are fired.

**Mr. Martel:** I don't know. It is based on all income.

**Mr. Bethune:** Mr. Chairman, I hope the minister will consult with his colleagues in the other provinces and all my fellow directors will be fired at the same time because I would like to have company in my misery.

The situation is that we're restricted in our assessment of these people's incomes by financial statements, which we require, which are audited by competent chartered accounting firms. We get the income tax statements; we don't go along completely at all with the federal Department of National Revenue's approach to this thing.

This very problem which has been raised causes a great deal of concern in all provinces of Canada. We have wrestled with this at

the steering committee meetings of the Canada Student Loans group, and at the plenary sessions. I am afraid that it is just one of those things in this world which has gone on in western democracies. This year for the first time we are going to get a crack at capital gains, which we never had a chance to get at before.

**Mr. Martel:** But doesn't, in fact, the present system work to the advantage—or let's say the disadvantage—of many, many families who are on salaries who cannot write off many things that the business community can write off? For all the reasons that you have just mentioned, they can show it—they bring in the best chartered accountants—but, in fact, in municipality after municipality across this province you see the doctor's son, the businessman's son, or any host of people getting good student loans, plus grants, and yet some poor guy who works in the smelter can't get a thing, or almost nothing.

As Mr. Bethune knows—he and I have carried this on two years ago, three years ago, and for many years—families that I have brought in here with 11 kids couldn't get any assistance because the father earned \$12,000. It still hasn't changed, and I just think it's time that the provincial government, if they've got to go through the nonsense that Ottawa is going through, establish something themselves and avoided that sort of discrepancy where the wealthy in the community get help—and I know in Sudbury optometrists' kids who've got it; I know businessmen in Sudbury who own highrise apartments, the whole business, whose kids have got it. Yet in the community, where the guy's carrying the bloody lunch pail into that rotten smelter, his kids aren't getting as much assistance.

It's a screwy system and I've been talking about it for five years and it hasn't really changed one iota. There must be enough intelligence in this government to stop that sort of nonsense from going on.

**Hon. Mr. McNie:** Okay, I will promise that we will get at it if you will promise that you will get to your friend in Ottawa, who has not that I know of, majored in this subject particularly since the election, but who has been encouraged to take this in hand. Because this is where the big advance can be made in this subject that will profit not only people of Ontario but those elsewhere.

I also would appreciate you giving me examples that you've referred to.



**Mr. Foulds:** Of course, our friends in Ottawa have more power than your friends in Ottawa.

**Hon. Mr. McNie:** Give me the examples that you just referred to so that I can look at those because I haven't had the benefit of those case histories.

**Mr. Martel:** I will give you one. A young man last year—

**Hon. Mr. McNie:** No, you gave me one earlier. I'd like that one first of all.

**Mr. Martel:** The second point—it is almost related to the first one and your predecessor knew it. A young lad was going in for a priest last year—and this comes to my second point. In the previous year, his dad had earned so many dollars. He suffered a severe heart attack, will never return to work, and you base his son's going to a university this year on what his dad earned last year, if I'm assessing it correctly. Is that right? You look at his father's income for last year?

**Mr. Bethune:** It is quite correct. The assessment actually is made on the higher of the two incomes: the actual—say in this case, it's 1973-1974—for 1972 or the predicted.

But we make it very clear that if there is any valid reason for that income to have dropped, they may appeal it and this is looked after. I think if any student has suffered through that, then it is because he has not had the gumption to go and see the student awards officer, or read his brochure, or a few other things.

**Mr. Martel:** Well, I wrote this one up last year on a young man by the name of Bonacofsky. His dad made \$9,000; he owned a second house—and apparently that was the gimmick, the second house. The father's never going back to work; he has subsequently left Ontario, and gone back to a province which is more enlightened. He has returned to the west.

**Hon. Mr. McNie:** Alberta?

**Mr. Martel:** And it wasn't Alberta, as is obvious from the Premier's (Mr. Davis's) statement a week ago. It's not very enlightened.

But again, you say that these can be taken into consideration in this sort of instance. The department will re-evaluate it based on what the income this year would be.

Let's say that dad worked until March of this year and the son or the daughter enrolled

in university in the fall. In March he suffered a heart attack, but his assessment in this case was based on the previous year's earnings.

**Mr. Bethune:** No, Mr. Martel, I think that in that situation the student would indicate that his mother is now head of a one-parent family, or that there is only one earning, or there's nobody earning, and it would be taken into consideration in the first instance.

I am talking about a situation where the student puts in his application around the end of April, or something like this—which we like, for early assessment—and then his father drops out of the employment world, say in July or August. At that time, of course, we have assessed the application based on the information which we had.

The reason we have had to do this business of taking off the predicted or last year's earnings, the higher of the two, is because a great many workers who are working in, say, the smelter at International Nickel or Falconbridge or some place of that nature, indicate: "Yes, last year I had high income because of a lot of overtime. This year I didn't have any."

If you remember last year International Nickel closed up for a few months while they got that chimney going, you know. We took that into consideration because we knew this was an actual fact and so therefore that was considered. But I think that we have to be in a position to protect the taxpayer from paying grants to people who are not really entitled and this is the way that we make it as honest, I think, and as equitable as we can.

**Mr. Martel:** As I say, in both fields I have had—the first one I mentioned, that still isn't resolved. I don't know how you are going to resolve it, except that maybe the provinces themselves have got to look at the assets that the man has. Because I don't think that we can tolerate a situation in a community—in my own community, a small community—where the high school teacher, whose wife owns a business, has two students who both get the maximum, \$1,600 and \$1,700. Somebody else in the community, because his dad's a railroader with six or seven kids and earns between \$12,000 and \$14,000, doesn't get any. That's an unjust system. I've been on it now as you know for about four years and on the second one I got a little more clarification. If Ottawa isn't going to move, the provinces themselves must move then.

**Mr. Bethune:** Mr. Chairman, if I could just clarify one thing, there has been a very definite change in the last two years, particularly in this past year, in which we have eliminated the situation where people have secondary incomes—say, the school teacher who has a boutique or something on the side, where she tries to write off a loss against her major income. We don't allow this any more, any more than for the hobby farmers, the doctors and the lawyers who have farms in King township or something of that nature. If they make a profit we accept it, if they have a loss we don't pay any attention to it.

**Mr. Martel:** Right, but what you are still admitting though, Mr. Bethune, is that in fact it is much easier to get a better loan if your father is in business than it is if you earn a salary of \$12,000 or \$13,000. You can play games with that, too.

**Hon. Mr. McNie:** That wouldn't be indicated by some of the correspondence I am getting from businessmen, and that includes farmers.

**Mr. Martel:** Oh, but they can show loss.

**Hon. Mr. McNie:** They feel that they are being discriminated against because of the Canada Student Loan Plan requirements. Again, I repeat, and I say the same thing to you as I said to the students when they came here before the last election, that they were in a position to speak to the various parties. I spoke to one party that I could reach and invited them to speak to the other parties. We took all 10 Ministers of Education down to Ottawa earlier this year and talked to them down there about it and I think with some success.

I submit that you could do the same thing and so could Mrs. Campbell and Mr. Newman through their leader. It would be the easiest thing in the world to get a part-time student programme through and to get some of these means test criteria that we're uncomfortable with improved or done away with.

**Mr. Martel:** What disturbs me, Mr. Minister, and this has been hassled around since I have come here, is that if Ottawa isn't going to do something, then the province must establish some criteria of its own. Dave Barrett didn't go down and get a \$200-a-month pension for crippled and handicapped people.

**Hon. Mr. McNie:** Barrett's having the same problems—

**Mr. Martel:** Let me finish.

**Hon. Mr. McNie:** —that we have with the student loans, but only of a larger dimension.

**Mr. Martel:** Yes, except that he's only been in power nine months. You have been around for 30 years.

**Hon. Mr. McNie:** I have been here for six months.

**Mr. Martel:** We're still sitting at \$135 for the blind in Ontario. Barrett took the initiative and went down and raised it to \$200 and then got Ottawa to finance 50 per cent of the increase. That's something this government hasn't done and you simply can't always say, "We'll have to rely on Ottawa." You are just going to have to establish some criteria yourself and say, "Look, to guarantee that it's equitable, we are going to attach this to the full ball game, too." What you are saying is, if Ottawa never changes it, nothing will change. And that just isn't good enough.

**Hon. Mr. McNie:** No, that isn't true, and you know that. The changes that were made in the student loan programme this year were in the works before Ottawa made up its mind what it was going to do and we told it they were in the works. Frankly, that's one of the reasons that the improvements are right in the Canada Student Loan Plan this year. As a matter of fact, it's the primary reason I think. We didn't let the rest of the world know, like Mr. Barrett did.

**Mr. Martel:** But he let the rest of the world know that he was willing to look after the blind and the physically handicapped which this province hasn't done yet.

**Hon. Mr. McNie:** Your halo is slipping.

**Mr. Martel:** No, my halo isn't slipping. It just shows the Scrooge-like attitude of this government with respect to the blind and the handicapped.

**Mr. Chairman:** Order. We are off the subject.

**Mr. Martel:** Well, it's right on. It's the same sort of thing. You can't wait for Ottawa forever. And that's what the minister is saying, we've got to wait for Ottawa.

**Hon. Mr. McNie:** We can't wait for them forever, I agree.

**Mr. Martel:** Tell the Prime Minister down there.

**Hon. Mr. McNie:** The Premier made a statement the other day on another subject that indicated that they weren't prepared to wait for Ottawa forever.

**Mr. Chairman:** We are off the subject now, twice removed. Mr. Parrott.

**Mr. Parrott:** Thanks, Mr. Chairman. If the minister will take about two seconds of advice, it will solve all his problems. I hate to have sat here with all this debate going on and know the answers, but it's just the way it is. I think all you have to do, sir, is to remove all grants and make it a straight loan programme.

**Mr. Laughren:** That is something we expected from the Liberals, not the Conservatives. They are moving into the vacuum on the right, not your party.

**Mr. Parrott:** I think it's a simple matter that if a student needs the money he should have it, I am sure you agree with that.

**Hon. Mr. McNie:** Right.

**Mr. Parrott:** I think if he wants to cheat he should cheat on himself. He would be able to repay that money at a certain date in time.

**Hon. Mr. McNie:** Particularly if we had a repayment geared on income, so there is some merit in that.

**Mrs. Campbell:** But this government's policy is based on the parents' income.

**Mr. Parrott:** That's right, and that brings me to the second point, to exactly what you are suggesting. I don't see any valid argument to have a loan based on the parents' income. You have given all kinds of examples and I am not going to take the time repeating that, but it seems to me it should be based on the income of that individual after he graduates. I thought I had made some progress with your predecessor in this regard and I suspect that I've got some sympathy here. I hope so, because if a person should graduate into a lucrative income field, he is more than able, and usually willing, to repay that loan. But if he should go into a field in which the salary is low—and I hate to name one because I will stigmatize that particular profession, but I think we can talk about them—

**Mr. Martel:** Teachers—I thought the minister would appreciate that.

**Mr. Parrott:** —it would be on a pro-rated basis of individual needs. Perhaps a few years after graduation the whole loan pro-

gramme could be reconsidered. If he has had low income and the prospects would appear that he was going to have low income, then I think that's the time the grant portion of the loan should be considered. Ottawa has been giving loans; we have been giving the grants, as I understand it. It seems to me we have been getting the abuse and they have been getting the interest on the money.

**Hon. Mr. McNie:** Say that again; that was beautifully put.

**Mr. Parrott:** It appears to me as though that has really been the case, the facts, here in the province, I speak with a fair amount of conviction on this simply because I have gone through those experiences at, I think, as many levels as anyone else in this room, as an undergraduate from what I am very pleased to say was a very restricted income of my father, and I borrowed every cent.

**Mr. Martel:** And you ended up a Tory.

**Mr. Laughren:** In a high-income profession.

**Mr. Martel:** That's what the school system does.

**Mr. Parrott:** It was in the days when rewards for excellence of scholarship was not rewarded to any degree whatsoever, except in the very joy of excelling, and it's a reward that is far greater than money. Until we come to some of these basic principles, I think we will only put patches on the quilt.

**Mr. Martel:** I wish the orthodontists would cut their fees then—for the pleasure.

**Mr. Parrott:** Mr. Minister, I hope that you might very definitely consider that we be very generous with our loans and very hard to live with when we start applying grants. It's not a free world, and it shouldn't be, I would like to reply to some of the jabs but I have been silent to them and I am going to be silent to them now.

**Mr. Chairman:** Shall item 2 carry.

**Mrs. Campbell:** Mr. Chairman, may I have just one remark?

**Mr. Chairman:** Mrs. Campbell.

**Mrs. Campbell:** I have sat rather quietly through all of this—

**Mr. Martel:** I wish you would tell the income tax people that and all your wealthy friends.



**Mrs. Campbell:** I would just like to make this comment, because I can see that there is nothing that I can say that's going to change anything.

**Mr. Drea:** Why so pessimistic?

**Mrs. Campbell:** When I look at the slide rule measurement for subsidizing students in this province as against the open-handed and unquestioning subsidization of those who subscribe to the Tory coffers, I am sick at heart at what I see. That is the comparison which is there for the people of this province to observe. Thank you, Mr. Chairman.

Interjections by hon. members.

**Mr. Chairman:** Order, please. Mr. Foulds.

**Mr. Foulds:** I have just two comments. One of them is that I am really shocked that the member for Oxford would get nods of the head from the Minister of Colleges and Universities to what is essentially a thrust to enlarge the credit consumption aspect of our society.

**Hon. Mr. McNie:** First of all, may I say that you have no right to make any assumption as to what my views are because I shake my head one way or the other.

**Mrs. Campbell:** Your Premier did.

**Mr. Foulds:** Nods of the head are usually considered to be the affirmative. Now that you are being sphinx-like about that, Mr. Minister, I am very pleased and I will let that particular matter drop.

**Hon. Mr. McNie:** I didn't make any judgement yet, okay?

**Mr. Foulds:** You were leaning forward intently. You were listening and you were nodding your head.

**Hon. Mr. McNie:** I am interested in what the members from this side have to say. I so rarely have an opportunity to hear them.

**Mr. Foulds:** Don't you consult with your fellow parliamentarians?

**Mr. Martel:** It shows you guys never get to see the ministry, do you? They never consult the backbenchers, do they?

**Mr. Parrott:** You missed the point. About 30 seconds of our words are worth about 100 hours of yours. It's just that simple. He didn't say that he didn't hear. It's just about that simple.

**Mr. Chairman:** Order. Mr. Foulds, continue.

**Mr. Martel:** But you don't get your 30 seconds in in four years around here.

**Mr. Chairman:** Mr. Martel, that's why attendance at standing committee is so good.

**Mr. Martel:** Is that right?

**Mr. Foulds:** I want to pursue the question of Ontario scholarships. Is it true that you deduct the \$100 of the Ontario scholarship award from the grant portion of the students subsequent application for student awards when they are attending university?

**Mr. Bethune:** Mr. Chairman, I think the minister made it quite clear that this year any scholarships or academic awards up to the cost of the tuition fees are not deducted from the grant portion of the Ontario Students Awards Programme. The Ontario grants are more generous than any other province when other academic awards are taken into consideration. The federal limit used to be \$150 for academic awards before one started taking the excess off any award was made. They have now increased it to \$300 because the provinces pushed them, largely Ontario. Well, I know I was there pushing them. We have now put it up to the tuition fees, so that would mean that the \$100 Ontario scholarship which is given by the Ministry of Education would have no effect in itself on the award to a student.

**Mr. Foulds:** Was that true last year?

**Mr. Bethune:** Last year it was \$150 and again it was at the point where it would have no effect.

**Hon. Mr. McNie:** It was the basic \$150 exemption, so that if he didn't have any other awards, then the \$100 he got through the Ontario scholarship would have been retained, that is right.

**Mr. Foulds:** Would have been what, Mr. Minister? I am sorry?

**Hon. Mr. McNie:** Would not have been taken into account when you were working out the—

**Mr. Foulds:** But say the student received a scholarship from a university to attend, of say \$400, and the Ontario scholarship of \$100?

**Hon. Mr. McNie:** Last year it would have been added in as a resource.

**Mr. Foulds:** Three hundred and fifty dollars of that would have been added in as a resource?

**Mr. Bethune:** That is correct and this year it wouldn't have any effect whatsoever.

**Hon. Mr. McNie:** If he was attending a university college.

**Mr. Bethune:** Actually what happens is, if he was getting an award because of the federal regulation, the Canada student loan regulation, if he gets an award say of \$500 as an admission scholarship, he in effect would get more grant and less loan, which is exactly what the students have been screaming for over the years, that is, to have any academic award reduction in total award be taken off the loan portion. This has been done and it's been made up in grants.

**Mr. Foulds:** Just one quick suggestion about the contentious issue that has been raised here in the last vote for part-time students. Surely you could devise, fairly easily and fairly quickly, criteria for making awards, loans or grants available to part-time students where these people who are working, say, have less than \$100 a month of discretionary income? Surely such a system could be very quickly devised and made available within the next year?

**Hon. Mr. McNie:** Ottawa haven't found that possible and I suggest that it doesn't really cost them anything. All they are doing is carrying the costs; they get the interest and they get the principal back. Mrs. Campbell is shaking her head because she thinks we are passing the buck. All I'm saying is if it is as simple—

**Mrs. Campbell:** You are, you have been doing it forever.

**Hon. Mr. McNie:** All I'm saying is that if it is as simple as she says, and as Mr. Foulds is suggesting, then they haven't been able to cope with it and no other province has either. Maybe you've got a suggestion, Mrs. Campbell, that you can give us before we get off this item as to how it could be handled?

**Mrs. Campbell:** I think I shall give consideration to it and submit it in writing.

**Hon. Mr. McNie:** I'd be very happy to hear from you. Okay? I am serious. I would appreciate it.

**Mr. Foulds:** Well, let's follow it along. I would like to suggest that if the disposable

income is less \$100 a month, the ministry in fact give grants to these people. Why do you have to wait for Ottawa for the loan portion?

**Mrs. Campbell:** They wait until Ottawa has brought something in first.

**Mr. Foulds:** You can do it on the grant surely?

**Hon. Mr. McNie:** One of the things we discussed, Mr. Foulds, yesterday afternoon—

**Mr. Foulds:** I was here most of the time yesterday.

**Hon. Mr. McNie:** —you will recall Mr. Laughren talked about the plight of some of these people, and I might say I share his concern. I got a chuckle when I said we'd been talking to the Ministry of Community and Social Services about it. But Mr. Brunelle and I have talked about it seriously and there are people looking at it, because we feel there is an area here where the kind of assistance we are talking about might more properly and more effectively be given through one of the assistance programmes that are available at the local level, so that this in fact was regarded as a means to someone who had the capacity and the interest to pursue education notwithstanding whatever disadvantaged position he found himself in.

**Mr. Foulds:** But surely it is within the philosophical purview and perception of this ministry, which is concerned with post-secondary education, to encourage the type of people that Mr. Laughren cited yesterday to attain a post-secondary education, if that whole document about accessibility at post-secondary education has any validity whatsoever? Surely it does have?

If the COPSE report has any validity then it is surely this minister's and this ministry's responsibility to take an initiative in that respect and with those particular part-time students to devise a grant programme for them for their academic advancement—not merely because they are people who are dependent on social assistance or have limited incomes, but on the strength of the argument that they are interested in academic pursuits, and that their particular economic-social circumstances prevent them from attaining or partaking in those academic pursuits.

**Hon. Mr. McNie:** Surely, one of the ways through which all jurisdictions—municipal, provincial and federal—are pursuing this is to try to improve the economic circum-

stances of these people. That is why I say it may well be that the best way to do that is through the programmes that are already available, rather than to require setting up other machinery here to do this. This is really what I'm saying. The machinery already exists at the municipal level and elsewhere to do what you are talking about.

**Mr. Foulds:** But surely the machinery also exists within your ministry? You have a student awards programme. You have a grant and loan programme. Your machinery is there. I don't see that you need to really increase your personnel by one iota. You would have a few more applications to process—

**Mrs. Campbell:** You are kidding!

**Mr. Foulds:** I know it wouldn't happen that way, but I see no real need for it. Mr. Bethune could do it in his lunch hours. No, as to the machinery argument, you've got machinery within your ministry.

**Hon. Mr. McNie:** We are not talking about machinery, we are talking about the kind of people to deal with some of the kinds of people that Mr. Laughren was referring to.

**Mr. Martel:** What are you really hung up on?

**Hon. Mr. McNie:** I'm not hung up at all.

**Mr. Martel:** I have been trying to follow this for two days. What are you really hung up on?

**Hon. Mr. McNie:** We are talking of social services versus education services, that is all. That is really what we are talking about.

**Mr. Martel:** On what Jim is talking about now you seem to be hung up. You can't give us any indication of where you're going. You say Ottawa and then you jump to something else. What's the real hangup in help for part-time students? You can't or you don't know how to allocate it, is that it?

**Mrs. Campbell:** He doesn't understand that people need this kind of help.

**Mr. Martel:** Can't you find out how you are going to allocate it? What's the real hangup? What's the real problem?

Is it establishing the criteria that you are going to follow? Is this the real problem? Is it what group you intend to assist that is the real problem? Just what is the problem? I have been trying to sort it out for two days now.

**Hon. Mr. McNie:** The same problem that Mr. Barrett has got—and Mr. Blakeney and Mr. Miller.

**Mr. Martel:** I haven't spoken to Dave lately, but you might turn to him for some advice.

**Hon. Mr. McNie:** I have asked him.

**Mr. Martel:** If he won't resolve the problem tell us what it is.

**Hon. Mr. McNie:** I also asked Saul Miller, the Minister of Colleges and Universities Affairs in Manitoba. We have chatted about this at great length.

**Mr. Martel:** On part-time students?

**Hon. Mr. McNie:** On part-time students, that's right.

**Mr. Martel:** But all I am trying to find out from you—

**Hon. Mr. McNie:** I am just suggesting that it isn't quite as simple as it is suggested.

**Mr. Martel:** But I am trying to find out what is really bothering you.

**Mr. Chairman:** Order, please! We are at the same impasse we were at an hour ago when the same question was asked.

**Mr. Parrott:** Hold up a mirror and you will see what's bothering him.

**Mr. Chairman:** With the greatest respect, thank you.

**Mr. Martel:** The minister has told us he is working on it. Then he tells us it is a very difficult problem. I would like to know the area that is so difficult, so maybe we could assist him. He asked the member for St. George for a suggestion. I want to know what his hangup is so we can talk to him enthusiastically about it.

**Hon. Mr. McNie:** Well, you are welcome to take up the same invitation.

**Mr. Martel:** I want to know what is bothering you first so that I can try and sort it out for you. I would like to know just what you are stuck on. What impasse is it?

**Mr. Drea:** He wants to practise medicine—

**Mrs. Campbell:** Oh, come on, you know what it is.

**Mr. Martel:** No, I don't.



**Mr. Chairman:** Have you continued to another question, Mr. Foulds?

**Mr. Foulds:** No, I haven't.

**Mr. Chairman:** Well, will you continue?

**Mrs. Campbell:** You said that you would give us the facts.

**Mr. Foulds:** I thank the hon. member for Sudbury East for his excursus on this topic. I have a very clear, definite, and I think positive suggestion to make to the minister on this matter. I think that the Ministry of Colleges and Universities should develop a grant programme, which doesn't involve Ottawa, for part-time students who have discretionary incomes of less than \$100 a month. Such a programme would be relatively easy to design. The criteria for acceptance would not be that difficult to determine and you have the function within your ministry with which to carry it out.

**Hon. Mr. McNie:** Based on the same criteria as the Canada Student Loan Plan?

**Mr. Foulds:** Is it based on the criteria of disposable income of less than \$100 a month?

**Dr. Parr:** Mr. Chairman, as a point of information, would there be a loan preceding it? That is, would the first portion of any award be loan and the second part be—

**Mr. Foulds:** No, it would be grant.

**Hon. Mr. McNie:** Oh, I see.

**Dr. Parr:** So there would be a distinction made in that respect between the part-time and the full-time students?

**Mr. Foulds:** Yes.

**Hon. Mr. McNie:** Why? Why would there be a distinction?

**Mr. Foulds:** Why not?

**Hon. Mr. McNie:** That would be discrimination.

**Mr. Foulds:** All right, there's a distinction to start with, between a part-time and a full-time student. A part-time student doesn't get as good service at university that a full-time student does. He doesn't have the full range of access to the professor. He doesn't have the full range of access to the library because he is confined at home a good deal of the day.

**Mr. Drea:** That may be true of some universities, Mr. Minister, but my wife just

graduated as a part-time student and I can tell you that at York University these things are just simply not true.

**Mr. Foulds:** Everything's fine. Everything is fine in Oklahoma. Everything is fine and up to date in York University. Everything is fine for your wife. Fine, that's one case.

**Mr. Drea:** That's nice. Thank you. Thank you.

**Mr. Martel:** It isn't always that way in Sudbury. I have to travel considerable distance and do it by extension; and it's still not very good for part-time students.

**Mr. Drea:** Well, don't use the word "all." That's all I'm pointing out.

**Mr. Foulds:** All I am pointing out to you, or to the minister—

**Mr. Martel:** Yes. Talk to the minister.

**Mr. Foulds:** All I am pointing out is that there is a fundamental difference between part-time and full-time students in terms of the services they get and in terms of access. They have additional handicaps—

**Hon. Mr. McNie:** There shouldn't be any real difference between the services they get. If there are we would appreciate—

**Mr. Martel:** Oh—

**Hon. Mr. McNie:** No, but I am serious. We would appreciate your letting us know, because one of the reasons we improved the funding to the universities was to get the quality of education up to the same level. Okay?

**Mr. Foulds:** You have had the brief from the part-time students association of the University of Toronto?

**Hon. Mr. McNie:** Yes.

**Mr. Foulds:** It mentions that. You can take a look at that and I don't see why we can't make a special effort in the case of these students and develop these criteria to meet their needs. That's all I'm asking. I don't know if there are any constitutional difficulties.

**Dr. Parr:** Mr. Chairman, I am not engaging in a debate. I simply wish to know your response to this because I am interested in your suggestion. It would imply that there is a deficiency of services offered the part-time students at university, which is in some way

made up by financial contribution and I—the logic of this escapes me for the moment.

**Mr. Foulds:** Oh, it's completely illogical. It is rational, but illogical. That is—all I'm saying—

**Mr. Martel:** A good line, would you repeat that?

**Mr. Foulds:** It is almost as good as the little bon mot—an epigram that the hon. member for Oxford coined a few moments ago.

What I'm saying, basically, is that if they do suffer the handicaps they do in terms of being part-time students—and for reasons that they are part-time students—that at some point in history these people should get an even break from our government and this is one small way of doing it.

**Mr. Martel:** They are already paying income tax.

**Mr. Foulds:** To speak on Dr. Parr's point, which is a good one, it doesn't make up for the handicap in services they receive from the university once they go there. I quite agree.

**Dr. Parr:** Mr. Chairman, I am sure Mr. Foulds will appreciate that whilst the effect of this might be considered to be a good one, in that there would be a possible steering effect because there would be a greater proportion of students who would then choose to go part-time and that may be highly desirable. But it's one of those things which I think the universities would have to gear up to gradually. As you say, and I think you are quite right in this at present, although they are considered part-time students, the facilities are still somewhat limited in some areas.

So if one were to come in with a scheme of this kind, one would have to be very careful that the universities could accommodate it.

**Mr. Foulds:** I am sorry, I didn't get the last part.

**Dr. Parr:** One would have to be very careful that the universities could accommodate the steering effect which it had, in that they would probably find, to an extent I couldn't even guess at, that part-time enrolment increased very much while their full-time enrolment dropped.

**Mr. Laughren:** Have you any reason to believe that would be a problem, though?

**Hon. Mr. McNie:** Our part-time enrolment has grown far greater proportionally than in the other provinces. Not only has our full-time enrolment grown, but our part-time enrolment has also grown. I must confess I find it hard to understand why we are such devils here and our friends in Ottawa, who are in a position to do something about this, are free of any—

**Mr. Foulds:** It is because we are discussing your estimates.

**Mrs. Campbell:** We are not discussing their estimates.

**Hon. Mr. McNie:** —criteria and I submit that, it may sound very pragmatic, but I submit that some representation from the two parties here to Mr. Turner and to Mr. Faulkner could be very helpful.

**Mr. Laughren:** These are your first set of estimates, are they not?

**Mrs. Campbell:** If it helps—

**Hon. Mr. McNie:** No. No.

**Mrs. Campbell:** —the minister I have made a note of it. Mr. Chairman, could we get on with it? I have made a note of it.

**Hon. Mr. McNie:** This is the way these things work.

**Mr. Chairman:** Mr. Foulds has the floor.

**Mrs. Campbell:** They are obviously the only ones who will do anything about it.

**Mr. Foulds:** I would just like to pursue the dialogue with Dr. Parr for a minute.

**An hon. member:** Don't hold your breath, Margaret.

**Mr. Foulds:** I think the point that you bring up about steering effect—

**Mrs. Campbell:** I don't want to hold it here forever.

**Mr. Foulds:** —is a very good one, but surely there is no overall problem, because in effect, where we have got extra spaces at the universities in this province, it is merely a matter of mechanics in terms of time-tabling, and I suppose library hours and that kind of thing.

**Dr. Parr:** And I think it's not an insuperable problem. It is one—I hate to say this, because I know what your response will be—it is one which would take the universities some time to accommodate.

I think that it would mean, unless they are going to do just what we don't want them to do—that is, to take on part-time staff—it would mean quite a reorientation of their staffing, and getting people to move out of what has become a tradition of doing most of their teaching during the day. These sorts of things, I think, are perfectly valid but one can't suddenly thrust them upon a university without working out what the consequences are, I would think.

**Mr. Martel:** Anyone with a nine-hour week could afford a few more hours of teaching.

**Mr. Foulds:** I think, in fairness, it does mean that university teachers have to start thinking of night courses and off-campus courses as a regular part of their teaching load; not an increase in the teaching load necessarily but a redistribution of the teaching load. I don't think that's going to be a—

**Dr. Parr:** Mr. Chairman, this is happening. I think if one looks at the record of the universities over the past three years, their accommodation to a better part-time programme is certainly appreciable.

**Mr. Foulds:** Thank you, Mr. Chairman.

**Mr. Chairman:** Mr. Root?

**Mr. J. Root** (Wellington-Dufferin): Yes. Mr. Chairman, Mr. Minister, I have listened with a lot of interest to what has been said. My own personal views are in line with what the member for Oxford said.

**Mr. Laughren:** We could have anticipated that.

**Mr. Chairman:** Mr. Root has been very quiet while you have spoken, Mr. Laughren.

**Mr. Laughren:** Most provocative, though, Mr. Chairman.

**Mr. Root:** I'm not provocative. I'm trying to—

**Mr. Laughren:** Anybody who moves into that vacuum on the right is provocative.

**Mr. Root:** In your opinion it's provocative but I don't accept your opinion on everything.

**Mr. Laughren:** See? He's being provocative again, Mr. Chairman.

**Mr. Root:** Mr. Chairman, I favour—and I am expressing the views of the people who talk to me in my riding — that you should

move toward the loan policy. I'll tell you why. A loan stimulates a sense of responsibility—

**Mr. Foulds:** Turn it over to Household Finance.

**Mr. Root:** Can you keep that man quiet over there?

**Mr. Foulds:** Don't be provocative and we'll be quiet.

**Mr. Martel:** The *bête blanche* of the government.

Interjections by hon. members.

**Mr. Chairman:** Order! Order, please! Give the member an opportunity to express himself.

**Mr. Martel:** You don't believe in giving the poor a head start.

**Mr. Drea:** You wouldn't know what the word is.

**Mr. Chairman:** Mr. Root, would you continue?

**Mr. Foulds:** Mr. Chairman, you didn't control the member for Sudbury East when I was speaking. I see no reason why you should control him when a Conservative is speaking.

**Mr. Laughren:** —estimates increasing to four, not 23-24, Mr. Chairman.

**Mr. Foulds:** I didn't object.

**Mr. Chairman:** Mr. Root, would you care to continue, please?

**Mr. Root:** Yes, I grew up on a farm and my father told me if you kick an empty barrel you'll get a lot more noise than you will out of a full one.

Interjections by hon. members.

**Mr. Chairman:** Order, please!

**Mr. Root:** Now, if we could fill those barrels with water maybe I'd stub my toe.

**Mr. Foulds:** Notice which empty barrels are doing all the laughing over there.

**Mr. Chairman:** I think Mr. Laughren was being prophetic when he said he was provocative.

**Mr. Root:** Don't bait me or I might even become provocative! A loan stimulates a sense of responsibility. It's something that you have to pay back someday.



**Mr. Martel:** So does passing on \$100,000.

**Mr. Root:** And this should be a part of our education.

**Mr. N. G. Leluk (Humber):** Just looking for a free ride, aren't you?

**Mr. Root:** A loan stimulates a desire to succeed, and that is why I favour a loan about—

**An hon. member:** That's capitalistic and it penalizes, in the terms of the member for Oxford successful—

**Mr. Chairman:** Order, please!

**Mr. Martel:** They want to have it both ways.

**Mr. Root:** A loan stimulates a desire to succeed because the day comes when you have to pay. I am telling you there are too many people who think they should succeed and never pay. However, a loan creates a revolving fund and leaves money there to help others who are coming after to carry on.

I am not opposed to grant and scholarships but I think that they should come from industry, from business, from the professions and from organizations which are interested. Maybe the labour unions would like to advance scholarships. They have a lot of money when I see the kinds of salaries they pay some of their top people.

**Mrs. Campbell:** And the Tory party, I think, don't you?

**Mr. Root:** All right, the Tory party if you like, or the Liberal Party because you seem to have more money than we have when it comes to federal elections.

Interjections by hon. members.

**Mr. Root:** Another point I want to make is that farmers, homeowners and businessmen expect to pay for their finance. That is why we have become self-sufficient because we have to pay. We know we do and it stimulates a different attitude toward the whole of our society.

Now I was a little interested—I am glad the member for Windsor-Walkerville has come back—at the suggestion that we should give grants to send our students to American universities when the people who support your party in Ottawa and keep them in power say we have empty university spaces now. Why should we pay our people to go

out of the country? Maybe we should fill up our own spaces.

**Mr. B. Newman:** You apparently weren't listening when I was commenting because I mentioned that courses are not available necessarily in Canada.

**Mr. Root:** Well, maybe if we have enough students we can develop these courses.

**Mr. B. Newman:** So what do we wait for? Do we wait for 20 years?

**Mr. Root:** Mr. Chairman, what I want to say is that the people I represent and the people who have talked to me, favour moving toward a loan system and creating this revolving fund.

**Mr. Laughren:** And they rate up to the level of yours too.

**Mr. Root:** If that will help people who come after it and stimulate a sense of responsibility and the desire to succeed.

**Mr. Martel:** Mr. Chairman, I'd like to ask the minister a question then. This is right on the loans, right on this issue. If our great free-enterprising friend over there believes that everything should be that you work hard, you pay it back and so on and all that nonsense that goes with it—

**Mr. Root:** That's not nonsense!

**Mr. Martel:** —would you suggest to your cabinet colleagues then that you shouldn't be able to pass on \$100,000 or \$200,000 to give your kid a head start, because that's right in line with it? Why does that kid appreciate it that much more if he's had \$200,000 handed to him? Is that just there to give him a head start in life or to guarantee his security? Because that's what happens when that kind of rot comes. You want to pass it on; you say make it free—or don't make it free, make them pay—but you want to pass on the wealth that's accrued by the father to the son.

**Mr. Root:** You don't know what you're talking about. I had nothing passed on. I started from scratch and lived on \$10 a week.

**Mr. Martel:** You're so bloody contradictory it isn't even funny!

**Mr. Chairman:** Order, order!

Interjections by hon. members.

**Mr. Chairman:** Order! The matter has been fully discussed.

**Mr. Foulds:** How about forgivable loans to industry?

**Mr. Chairman:** Shall item 2 carry?

Item 2 agreed to.

Vote 2404 agreed to.

**Mr. Chairman:** Before we attend the House for a vote—

**Mr. Drea:** Mr. Chairman, thank you very much. I will abide by the 'carried'.

**An hon. member:** Did you cut the member for Scarborough Centre off?

**Mr. Chairman:** No, it was carried. Before we go on to vote 2405, I'm going to do what I did last year, Mr. Laughren. I will leave the chair for the first two items of this vote and I will not participate in the proceedings of the committee because of an interest, which I declare annually, in the Ontario Educational Communications Authority.

**Mr. Martel:** Yes, and they're in trouble, aren't they?

**Mr. Chairman:** I hope somebody will keep me a reserved seat so I can at least observe the proceedings. Mr. Beckett will be taking the chair and whatever rules you wish to adopt for the first two items of this vote will be discussed in the committee.

There is a vote in the House and presumably it will be completed before 6 o'clock, so we will reconvene here on the completion of the vote or at 8 o'clock, whichever is the earlier.

**Mr. R. B. Beckett (Brantford):** Mr. Chairman, excuse me, surely we should not try to fiddle around. Let's adjourn until 8 o'clock.

**Mrs. Campbell:** No.

**Mr. Chairman:** Is the motion to adjourn? All in favour of adjourning until 8 o'clock?

Motion agreed to.

It being 5:20 o'clock, p.m., the committee took recess.

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# Legislature of Ontario Debates

## **STANDING COMMITTEE ON SUPPLY**

**Estimates, Ministry of Colleges  
and Universities**

**Chairman: Mr. S. B. Handleman**

**OFFICIAL REPORT — DAILY EDITION**  
**Third Session of the Twenty-Ninth Legislature**

**Thursday, June 14, 1973**

**Evening Session**

**Speaker: Honourable Allan Edward Reuter**  
**Clerk: Roderick Lewis, QC**

**OFFICE OF THE SPEAKER**  
**PARLIAMENT BUILDINGS, TORONTO**  
**1973**



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# LEGISLATIVE ASSEMBLY OF ONTARIO

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THURSDAY, JUNE 14, 1973

The committee resumed at 8:10 o'clock, p.m., Mr. R. B. Beckett in the chair.

## ESTIMATES, MINISTRY OF COLLEGES AND UNIVERSITIES

(continued)

On vote 2405:

**Mr. Chairman:** The meeting will come to order, please.

I have notice of substitutions. Mr. Maeck for Mr. Handleman. Mr. Havrot for Mr. Morrow. Mr. Lewis for Mr. Gisborn.

Because of the importance of these estimates, I would like to make certain suggestions with reference to the way we would proceed. I would like to suggest to you that under vote 2405, item 1, that we should attempt to stick to the programme administration entirely on that matter.

Then when we come to item 2, which has the large amounts for transfer payments, I would suggest to you that it would be better if everyone who wished to speak would have an opportunity to speak. For example, in the first item, anyone wishing to speak on the Royal Ontario Museum, should do so at this time. We could proceed in this way so that we could keep some continuity.

Now, I'm not in a position to enforce this and I would suggest that it might be just as well if we could have a resolution, if it is your wish, on these two proposals.

**Mr. F. Laughren (Nickel Belt):** Mr. Chairman, if I could suggest to you that on the second subsection of 2405, which has to do with the provincial institutions and organizations, that it be left to the discretion of the members as to which topic they wish to discuss first rather than doing it by line.

I would put that in the form of a motion if it would make it easier.

**Mr. Chairman:** I would be willing to wager I know which one you want first, which is sensible.

**Mr. S. Lewis (Scarborough West):** Isn't that fair? I mean I am just a presumptuous

interloper, Mr. Chairman, but you know and I know that everybody here wants to get to those today. Why prolong it?

**Mr. Chairman:** I don't know that it's unanimous.

**Mrs. M. Campbell (St. George):** That he can believe.

**Mr. Lewis:** When we vote we might get it.

**Mr. Laughren:** I could spend all evening on the art gallery, Mr. Chairman.

**Mr. Chairman:** Fine.

**Hon. J. McNie (Minister of Colleges and Universities):** It is going to be a long evening.

**Mr. Laughren:** I would move, Mr. Chairman, that the members of the committee discuss the transfer payment of their choice under subsection 2.

**Mrs. Campbell:** Mr. Chairman—

**Hon. Mr. McNie:** Excuse me, do I understand you correctly? That for example you might wish to start with a specific item, rather than in the order that items are listed here?

**Mr. Laughren:** Right; with OECA, to be specific.

**Mrs. Campbell:** Mr. Chairman, may I have a question for clarification on that motion? As it is put, it indicates that we may have a rather random discussion. If, as appears to be the case, at least on the part of some of us, the OECA is the one which is of the most immediate concern, would it not be better to put the matter to the vote so that we could be sticking to one subject?

So, that if there are questions to be asked, there could be some sort of uniformity to the procedures rather than having people popping up and down? I would suggest, if an amendment is necessary, that the motion might be put that we would in the second item of the vote, proceed to the OECA if only to give some sense of direction to the procedure. And



if I may move that in, by way of amendment, I would so do.

**Mr. F. Drea** (Scarborough Centre): That is exactly what he said the first time around.

**Mrs. Campbell:** No, he said that we would deal with it as each member thought fit, and I think that means that we could be jumping all over the place.

**Mr. Chairman:** Excuse me, Mrs. Campbell, I believe that if I understood the intent of Mr. Laughren's motion, that is what he was saying. The first item of discussion under transfer payments would be in effect the OECA, which I think accomplishes what you want as well.

**Mr. Laughren:** In fewer words.

**Mr. Chairman:** Well.

**Mr. J. Root** (Wellington-Dufferin): Mr. Chairman, what is the objection to taking them—one, two, three, four—as they come down, or come to that? We may be here for two days from what I hear.

**Mr. Lewis:** No; longer than that surely.

**Mrs. Campbell:** I would think rightly.

**Mr. Drea:** Ten days; 10 years.

**Mr. Lewis:** No, 10 days would be fine.

**Mr. Chairman:** I think, Mr. Root, the idea is not to limit the discussion. Since this is a matter of utmost importance, and there are also other important matters going on in the House, we could deal with this matter by letting persons speak on it and then letting them go on to other duties.

**Mr. Root:** Well, as long as we—

**Mr. Laughren:** Don't feel too badly, John, don't feel threatened.

**Mrs. Campbell:** You will be with us.

**Mr. Root:** I suggest it will take longer than that. So maybe we could get a few things cleared, in case the House adjourned—

**Mr. Lewis:** Are you requesting that we don't have a cardiac arrest while waiting?

**Mr. Chairman:** Any further discussion? If not, I will ask for a vote on the motion as moved by Mr. Laughren.

Any further discussion?

All in favour of Mr. Laughren's motion?

Motion agreed to.

**Mr. Chairman:** We will proceed then with item 1 of 2405. Mr. Minister, you have an opening statement, please?

**Hon. Mr. McNie:** I think, perhaps Mr. Chairman, it might be appropriate to make some reference to the activities encompassed in this vote—not at great length, but only to indicate what is involved in the programme administration area.

As reflected in the new organization of the ministry, considerably more attention will be given to cultural activities in the future. The administrative costs will be covered by re-directing staff from other areas as much as possible. Included in the activity areas that are loosely described as cultural are:

One, \$4,418,500 for the operation of the Ontario Science Centre, with improvements to exhibits, and emphasis on the life sciences, electricity, touring exhibits and film festivals.

Two, \$54,000 for the Ontario Heritage Foundation which has a special concern for the historic preservation of buildings and properties, and for the receiving of gifts of works of art and park land conservation. In addition, the recent budget provided \$1 million for the restoration of specific projects as determined by the Ontario Heritage Foundation.

Three, \$74,900 for the Ontario Historical Series, which is a development of biographies of former Ontario premiers.

Four, \$4,975,000 for the Royal Ontario Museum. ROM is now operating at full capacity, with attendance last year of 1,376,627. This is 100,000 over 1971. It is now in a position where it cannot accommodate more school classes. For this reason, two additional "museumobiles" will be operating shortly. I was looking at one before it went out on the road and it was an extremely interesting vehicle, and at a very nominal cost, I must say. There will be a continued emphasis on making ROM a truly provincial museum.

Five, \$1 million for the Art Gallery of Ontario. With the completion of the new buildings, programmes will be greatly expanded to include new activity in the arts, music, poetry, theatre and films as well as to provide a base for extension work throughout the province. As you are aware, the Grange is now completely restored, at no cost to the province. Similarly, all acquisitions and works of art have been possible without using public funds.

Six, \$6,597,000 for the Ontario Educational Communications Authority. In addition to the \$6,888,000 from the Ministry of Education

for the production, distribution and evaluation of programme material for pre-school children and their parents and for post-secondary students and the general public. The OECA will be exploring the use of satellite transmission for remote areas, distribution of videotape directly to users, and of course its possible relationship to the open academy, recommended in the report of the commission on post-secondary education.

Seven, \$491,000 to assist in the operation of the McMichael Canadian collection of art.

Eight, \$300,000 for the Royal Botanical Gardens, to assist in its efforts to bring nature and the general public closer together, and to develop various species of plant life.

Nine, \$404,900 for the operation of the public libraries services branch and the historical museums branch. The cost of operating the library services branch has decreased slightly because of a transfer of allocations for publications to the information branch, which was referred to earlier. This branch is also responsible for the administration of the grants to public libraries which will be \$13,840,000.

The cost of the historical museum branch will increase to cover a complement increase of three. This branch provides historical research services, public plaque ceremonies and secretarial services for the archeological and historic sites board, the John Graves Simcoe Memorial Foundation and also technical assistance to local museums. And it administers grants to local museums which this year will total \$240,000.

Item 10 is a \$230,000 subsidy to the Elliot Lake Centre for Continuing Education. This is a provincially-sponsored, adult residential centre with about two-thirds of its total budget allocated to adult-retraining activity. This subsidy assists in the development of short seminars and fine arts programmes for the people of northern Ontario, although a considerable number are attracted from all over the province.

Item 11, \$5,100,000 is being provided to the Province of Ontario Council of the Arts. This council acts on behalf of the government to encourage creative people in various cultural activities and endeavours in the province.

This is by way of a background to the discussion of item 1, vote 2405. The present situation in this branch, which as you will recall was set up as a result of the reorganization just recently, whereby there is a universities affairs branch, a community college industrial training branch; and what is

loosely described as a cultural affairs branch, headed by an acting assistant deputy minister of cultural affairs.

When these estimates were approved, the final structure was still not known. However, we took money from the programme administration of the colleges and the adult education support programme, which was vote 2403, in order to establish this area. As they say, we are still in the process of building.

That, Mr. Chairman, is by way of background.

**Mr. Chairman:** Thank you. Mrs. Campbell please.

**Mrs. Campbell:** On the item on programme administration, I wonder if the minister would, for my benefit probably more than anyone else's, touch on the policy of the subsidy in the book publishing area? I am not very clear about what the policy is at the present time.

**Hon. Mr. McNie:** I will ask Mr. McCullough to speak to this.

**Mr. J. D. McCullough** (Acting Assistant Deputy Minister, Cultural Affairs Division): Mr. Chairman, the \$40,000—

**Hon. Mr. McNie:** This is Mr. McCullough who is the Acting Assistant Deputy Minister in the Cultural Affairs Division.

**Mr. McCullough:** The book publishing subsidy represents the interest on the guaranteed loans to the book publishing industry. The loans are guaranteed by the Ontario Development Corp. And this represents the interest on loans amounting to, 50 per cent of the interest of the loans as a support to the book publishing industry.

**Hon. Mr. McNie:** This was authorized in 1972-1973 under miscellaneous grants.

**Mrs. Campbell:** Yes, this was why I mentioned that it was probably for my benefit mostly. I wondered if I might have the guidelines under which the loans were made?

**Mr. McCullough:** It was formerly authorized under the miscellaneous grants section, Mrs. Campbell. I would ask Mr. Kidd to answer that.

**Mr. F. J. Kidd** (Executive Director, Common Service Division): These loans are guaranteed by Ontario Development Corp. and are to assist companies to retain Canadian ownership in the company.

**Mrs. Campbell:** All of them are entitled, all the Canadian companies?

**Mr. Kidd:** There are six companies entitled to this subsidy. It is interest on a guaranteed loan by Ontario Development Corp.

**Mr. D. M. Deacon** (York Centre): Are there details of those loans, and to which companies?

**Mr. Kidd:** The loans fluctuate from year to year. We have six companies.

**Mr. Deacon:** Which companies and how much is outstanding?

**Mr. Kidd:** I don't have that detail with me, but I will supply it to the committee tomorrow; the payments for 1972-1973.

**Mrs. Campbell:** I presume, Mr. Chairman, that these include the textbook publishers as well as others?

**Hon. Mr. McNie:** They do.

**Mrs. Campbell:** Thank you. I have nothing further on this item.

**Mr. Chairman:** Mr. Laughren is next. Do we anticipate he will be back? Mr. Foulds, do you have anything?

**Mr. J. F. Foulds** (Port Arthur): I have a few general comments. I think the development of the cultural affairs branch grants is a step in the right direction. I think it is something the province has badly needed. I am extremely sorry that in the events of the last week or so, in fact by necessity, and by political consideration I suppose, we let go by the board a full discussion of the cultural affairs branch and the direction of cultural policy this province should be taking.

I would like, after the perhaps more pyrotechnic discussion over OECA takes place, to see us perhaps get down to talking about some of the other areas that often in the province are, unfortunately, considered esoteric yet are fundamental if this province is going to develop in a meaningful way, other than the materialistic way that most of the cabinet and the Premier (Mr. Davis) talk about when they talk about quality of life. I hope that in the particular votes on things such as the Province of Ontario Council for the Arts and the regional library system, we can get down to discussing some of those particular and, I think, very important cultural considerations in the province.

**Hon. Mr. McNie:** As you may recall, we did have one crack at it earlier on in the estimate discussions under programme administration, but we are very happy to pursue it.

**Mr. Chairman:** Are there any speakers on this side, please?

**Mrs. Campbell:** He got cut off before, on the last vote.

**Mr. Drea:** Yes. I may make up for it. On the book publishing subsidy, Mr. Minister, if I recall correctly,—at least I hope I recall correctly—when we lend funds for a publisher either to regain Canadian control or to maintain Canadian control, are there stipulations that the mechanical end of his production facilities will remain, not necessarily perhaps in this province, but certainly in the country?

In other words we won't lend somebody funds for the preservation of only the management or the creative end of the enterprise. The typesetting and the actual printing must be done in this country and not farmed out to Hong Kong; that the engravings aren't done in Italy as a matter of cost saving and not because they are high quality things that may have to be done somewhere else.

If I recall correctly there was some concern at the beginning of this programme about this. In fact, I think the first recipient of a loan immediately wanted to farm all his work out to Hong Kong because it was cheaper and that was stopped. Is there either a stipulated guarantee that this won't happen, or at least a gentlemen's agreement?

**Hon. Mr. McNie:** The problem here—and we should know the answer more surely—is the Ontario Development Corp. has been making the loans and this item is being shown here as a transfer payment. My understanding is that they are not precluded from getting work done elsewhere, for instance, photography—not photography, but—

**Mr. Drea:** Photo engraving?

**Hon. Mr. McNie:** Colour photo engraving, for instance; and this has been a contentious point with the graphic arts industry—

**Mr. Drea:** They make—

**Hon. Mr. McNie:** Something we are looking at very closely now is the study of the Royal Commission on Book Publishing Industries report.



**Mr. Drea:** Maybe to simplify it, Mr. Minister, who actually has physical control? Is this item just shown here as a transfer payment and Industry and Tourism has actual—

**Hon. Mr. McNie:** That is my understanding, yes. This is a transaction made previously and it was moved over into this ministry, just as you see, an item transferred over. But I am not dodging the question.

**Mr. Drea:** Oh, no!

**Hon. Mr. McNie:** It was a very good question.

**Mr. Drea:** I will ask it in Industry and Tourism.

**Hon. Mr. McNie:** It has to be recognized that there are others who have an interest in promoting Canadian identity — through some of our photo engravers and others — as have our authors and others and the book publishers. I think the question might better be addressed at this point to the Ministry of Industry and Tourism.

**Mr. Drea:** I will save it for their estimates. Thank you, Mr. Chairman.

**Mr. Chairman:** Mr. Newman, please.

**Mr. B. Newman (Windsor-Walkerville):** Mr. Chairman, I wanted to ask of the minister if the department exercised any censorship over any of the manuscripts submitted for publication. Do you permit the publisher to publish without the ministry reading over what is being published?

**Hon. Mr. McNie:** I would doubt very much if there is censorship, and certainly not by our ministry.

**Mr. B. Newman:** Good. I wanted to ask you another question there, Mr. Minister. Is there any stipulation in the contracts as to whether the books must be published in a union or non-union shop?

**Hon. Mr. McNie:** I don't think there is any requirement, but again I can't speak to that. I'm sorry—

**Mr. Kidd:** These loans are given out by the Ontario Development Corp. and we merely pay the interest on the guaranteed portion of the loan. This loan is made after a detailed investigation of the finances and of the operation of each company. The loan is then approved. The question regarding the loans would more appropriately be directed to that ministry.

**Mr. B. Newman:** So these are really transfer payments and nothing beyond transfer payments. Any other type of agreement would be made with ODC rather than by the ministry?

**Hon. Mr. McNie:** As the reorganization unfolds, we will have answers to those questions with more certainty next year.

**Mrs. Campbell:** Can we count on that, Mr. Chairman?

**Mr. B. Newman:** One other question, Mr. Chairman, if I may. I have noticed that item 1 has increased, probably 33 per cent over the previous year. Why the substantial increase, Mr. Minister?

**Mr. Kidd:** Mr. Chairman, this is a new office set up this year and the item for last year has merely been computed on a hypothetical basis on what it would have been last year. Due to the reorganization—

**Mrs. Campbell:** Of all the hypothetical figures in this ministry—

**Mr. Kidd:** You will also note that the item for the book publishing subsidy was included under miscellaneous grants last year, and was not included as a specific item in its own right.

**Mr. B. Newman:** Then the \$40,000 was really the addition to this—

**Mr. Kidd:** No, that was included in vote 2401, item 1.

**Mr. B. Newman:** I see. Thank you, Mr. Chairman.

**Mr. Chairman:** Any other member wish to speak to this item? Item carried?

Item 1 agreed to.

On item 2:

**Mrs. Campbell:** Mr. Chairman, I will address my remarks primarily, and entirely at this point, to the Ontario Educational Communications Authority. Before developing my statement, I would like to remind the minister—

**Hon. Mr. McNie:** Just a moment, Mrs. Campbell, until the official heavyweights come up.

**Mr. Lewis:** What did you describe them as?

**Mrs. Campbell:** Heavyweights.

**Hon. Mr. McNie:** Heavyweights, I always use the right words.

**Mr. Lewis:** That is almost figurative.

**Hon. Mr. McNie:** Mr. Ide, would you like to introduce the gentlemen sitting there?

**Mr. T. R. Ide** (Chairman, Ontario Educational Communications Authority): Mr. Chairman, Mr. Minister, I would like to introduce the general manager of corporate affairs, Mr. Walker; Mr. Peter Bowers, general manager of corporate services; and Mr. Mills, the secretary of the board of directors of the authority.

**Mr. Lewis:** Is there not a fourth, or is this a blue eminence?

**Hon. Mr. McNie:** I'm sorry I've missed one here. Mr. Laurie Kerridge has been with us throughout the—

**Mr. Lewis:** Oh, now—you see! I now identify him.

**Hon. Mr. McNie:** Mr. Chairman, I could make some extensive remarks, but so that we can address ourselves to the problem rather quickly, I will have just one or two things to say.

There are, as you know, four main activities undertaken by OECA. One is the production of programmes and related support materials. Two, the distribution of programmes and related materials. Three, the utilization of programmes and audio-visual techniques. Four, programme evaluation and research. I think it would be perhaps more helpful, Mr. Chairman, if the members of the committee spoke to Mr. Ide. Mr. Ide can readdress the questions as he feels appropriate, rather than me go through this sheaf I have prepared here.

**Mr. Chairman:** Mrs. Campbell, please.

**Mr. Lewis:** On a point of order, Mr. Chairman. I promise I will not intrude unduly on Mrs. Campbell's time. I have two points of order.

One is, as I understood you in the House today at question period, Mr. Minister, you indicated that Mr. Ide might well have a statement to make. I am flabbergasted that the authority doesn't have a statement to make. Are you saying that you just want us to swing into the estimates without a preliminary overview from Mr. Ide, as you suggested would be available?

**Hon. Mr. McNie:** I think Mr. Ide would be prepared to make a statement. Mrs. Campbell was addressing a question, and I thought there was an eagerness to get on with the proceedings, and I'm sure that we could—

**Mr. Lewis:** But Mr. Ide has a prepared text. You wouldn't want to deny him.

**Hon. Mr. McNie:** No, not a bit. I'm sorry Mr. Ide.

**Mrs. Campbell:** May I, Mr. Chairman, please ask my question, before we proceed further? The minister will recall that in the House I asked that there be a complete budget statement available to us. The minister replied that this would be available. I take it that it is now available.

**Mr. Ide:** Mr. Chairman, I am not sure what exactly is meant by a complete budget statement. I hadn't realized that this particular question had been asked. Certainly the officials are here from the authority, and we have budget information in the greatest detail and breakdown, and I am sure that either I or one of the officials of the authority will be able to provide you with the information that you wish.

If I may, Mr. Chairman, just address myself to the question of making a statement, I hadn't really intended to come and make a statement regarding the OECA. I am delighted to make such a statement.

Certainly I am, as you can imagine, well aware of the criticisms that have been levelled at the authority over the past two weeks by former employees and also by members of the Legislature of this province.

I would hope that in answering any of your questions, that you will agree that it is appropriate for me to be forthright. I hope that you will also agree that in answering such questions it could be taken in the context that I believe in the OECA, that I believe the OECA has made a substantial contribution to the educational and cultural life of this province and that in its short history of three years it has achieved international recognition for the quality of its programmes.

It has also achieved international recognition for the innovations which it has brought forward to the Province of Ontario. And I refer not only to the operation of Channel 19 but also to the development of a videotape distribution service which is the next thing to an information retrieval system. It's as close as has been achieved, I would think,

at any place on this continent and perhaps in the world.

I really haven't seen any of the written charges which were levelled by any of the various critics of the OECA. I think, however, that some of the comments which appeared in the press referred to the fact that we had no audience, that no one watched Channel 19. My information, of course, is quite opposite to that. I think the record of Channel 19 is quite substantial.

In January, 1971, the unduplicated audience for the channel was 142,000. And when I say unduplicated audience this means only counting an individual once. In other words, if he happens to watch more than one programme, he is not counted a second time. In January, 1972, the audience had increased to 258,100, an 80 per cent increase over the first year of Channel 19's operation.

In January, 1973, it had increased by an additional 44 per cent to 370,500. The weekly gross audience for the network between November 1971 and November 1972 had risen from 1,769,000 to 2,348,600. Now this really refers to the network which has been concerned with all of the various sectors of our responsibility. It has been concerned with the area of the pre-schoolers, with our in-school activities, with our post-secondary and with our adult community.

As far as our in-school programming has been concerned, there has been criticism levelled, again that only one in five—I think that was the quotation I read in the press—of the students in Metropolitan Toronto watch educational television programmes.

As a matter of fact, according to the surveys and the information we have available, and the most recent survey is about two months old, 56 per cent of all elementary school teachers watch, 70 per cent of all French-speaking teachers watch, and 30 per cent of all secondary teachers watch. I think it is interesting to note that the figure from the year before from secondary school teachers was 20 per cent, and hence probably this was a source of the statement that one and only one in five secondary school teachers did, in fact, utilize the programming of Channel 19.

The increase of 10 per cent, I think, is primarily due to the introduction of the system which we call VIPS—Videotape Distribution Service. It means that now the teachers are not hampered by the rigid schedule of a broadcast station or hampered by an equally rigid schedule of a school on a rotary system. I think it speaks

well for the project that we are responding to, in southern Ontario, something like 800 to 850 orders for programmes on videotape a month, that there is a charge for this service of 10 cents a minute plus the cost of the tape, plus a dollar for the handling charges and that in addition to the 850 requests from southern Ontario, we have had a further 500 requests from northern Ontario. These are supplied through the Sudbury office.

The rate of utilization of educational television and of the educational communications materials which this organization has developed compare very favourably with those countries in the world which have established television systems and have had them in existence for many years.

As a matter of fact, our director of research, while he hasn't been able to confirm it, feels that perhaps, despite the constraints that have been placed on educational spending, we may now have the highest degree of utilization of any substantial jurisdiction anywhere in the world. And that would include Japan, which up until this time has always been considered a leader in the development and the distribution of educational materials.

I have many comments I could make. The question of political interference was raised and I consider this a very serious charge, perhaps the most serious charge that has been laid against the authority. In my three years' experience with the authority, I have never encountered any political interference. I think that this particular statement would be confirmed by the other 12 members on the authority's board of the directors. It is simply not our experience.

We have guarded very jealously the independence of the board. We have attempted to keep the board at arm's-length from the government. Thus I would like to reassert my extreme concern over this particular charge which, I think, is inaccurate.

There also were charges raised about the level of production in the organization. The charges indicated that the level of production in certain quarters was very high and in other quarters was relatively low. I think there is some truth to those charges. I think that this is a feature of any broadcasting agency which must rely on an annual budgeting procedure. We have tried to iron out these problems. We have developed a work-in-progress system. It will help, but it will not solve the problem. I think the only solution, Mr. Chairman, is a multi-year budget.

Nevertheless, this last year of the operation of the OECA was the most productive, and



I believe the most economic in the history of the organization. And I think that the achievements of the organization or the lack of achievements of the organization should be taken as a whole, rather than worrying about what has happened in one or two or three particular weeks.

There was a question about the Price-Waterhouse report, and whether or not this particular report was hushed up. The report was never meant to be a secret report to the board. It was studied by the board, its implication to all intents and purposes have been implemented. When the question was first raised that we table the report in the Legislature, I suggested that a copy of the report be tabled in the Legislature. I invited the press to come in and look at the report. I have had two or three calls from private citizens who wanted to see the report. I invited them to come to the office of the OECA and have a look at it.

And if there is any member of the Legislature who hasn't had an opportunity to look at it and examine it at his or her leisure I invite them to do so now. And I would think that the same thing would be true of any member of the public, although I am sure that if eight million people from the Province of Ontario suddenly descended on the OECA we might have a bit of a logistics problem in that respect.

There has been a question about the programme schedule, the fall schedule and the repeats. I think that it is true—now I am speaking particularly of Channel 19, because the charges relate primarily to Channel 19, and not to the other activities of the organization.

I think it is true that the authority has, and Channel 19 has, a large number of repeats, and it's a larger number of repeat programmes than we would consider desirable.

The number of repeats is a function of the amount of money that we have had available to us. I think that the amount of money that we have available to us, which has been referred to as something in the neighbourhood of \$13 million for this coming fiscal year, must seem extremely large to the taxpayer who reads about it in the newspaper.

I think, however, it has to be taken into consideration that we were required to programme a station for 15 hours a day for 365 days in the year. If you compare the American experience at the present time, there is federal funding for American educational television to the extent of \$35 million. There is also an additional \$10 million

authorized by the President of that country. There is another almost \$200 million which has been granted either by state government, by foundations or by local initiatives. There are some 210 stations connected to that particular network.

I would think it would be a fair figure if I stated that \$200 million is spent in programming educational television in the USA. The cost for Sesame Street alone—reference was made that Sesame Street earned the largest audience on Channel 19, and Sesame Street does in fact earn the largest audience on Channel 19—it was revealed that Sesame Street costs its producers something in the neighbourhood of \$9 million a year. This is for one series, and it virtually is more than the programming budget for the OECA.

There are some other questions with respect to diffusion of purpose, but I really hadn't intended to make a statement. Perhaps I might refer to the labour series, since this series received a great deal of attention in the press. The series is not, in fact, being cancelled, but has been postponed. There was a difficulty over, the labour series. A committee, consisting of a number of outstanding leaders in the labour movement in this province was formed to advise the authority on the production of the series. The development of the series was inordinantly slow according to management, and the decision to postpone, because of the nature of the scripts, was supported by the members of that particular committee, and it had nothing whatsoever to do with government interference.

These are just a few of the points, Mr. Chairman, that has been raised with respect to the OECA. I'm sure that there are others which will be brought up tonight. I would hope that I will be able to respond directly to questions as they may be put to you, sir.

**Mr. Chairman:** Thank you, Mr. Ide. Mrs. Campbell, please.

**Mrs. Campbell:** Mr. Chairman, it is, perhaps, not significant that the one criticism not referred to by Mr. Ide is that of the auditor of this province. It is with this in mind that I would like to look at the matter of the budget for this authority.

I must say, Mr. Chairman, that it is not my idea that this should be the proper place for a complete and exhaustive investigation of this particular authority. It should, it seems to me, be accomplished by a committee which has much greater opportunity to investigate very thoroughly the entire

situation relating to it. I would have to say that, at the moment, I would regard what I have to say, and the questions I wish to put, as being of a somewhat preliminary nature, in order to ascertain, if I can, for my benefit, the depth of the problems which I think we have to recognize undoubtedly exist.

I may say, that after reading what appeared in the newspapers, and having discussed the matter with certain individuals, I felt it important that I should attend at the offices of this authority to ascertain if I could from that authority what its position was, because I do not like to jump to conclusions.

With this in mind, I have formed some very definite ideas about the problems which resulted from those various steps in an investigation. But it is totally inadequate to find the solutions. Now, may I first come to the matter of the budget to which reference has been made?

The total budget, as we have it, is something like \$12.8 million, I believe. Is that correct?

**Mr. Ide:** Yes, the total budget—including the revenue which will be obtained by sales of the authority's products — will be \$13.8 million. But, I think you are referring specifically to the grants by the—that are being made by the—

**Mrs. Campbell:** Thank you for that correction. I had neglected to take the extra item into consideration. So that the total is \$13.8 million. Now may I have a breakdown of that budget? First, perhaps the programming portion of it.

**Mr. Ide:** Mr. Chairman, I will respond in one minute. I might say that reference was made to the auditor's report, which was tabled in the public accounts committee. I think it will be understood that report was for the previous fiscal year, and not for the present fiscal year. I think that at that particular time the officials of the authority answered the questions very directly. I think that there is a great deal of confidence by the general manager and by the director of finance and administration in personnel, that whatever accounting procedures were considered unsatisfactory in the previous year have now been rectified.

So, in essence, to put it in perspective, Mr. Chairman, I think we were talking about history of over a year ago. But to come to the—

**Mrs. Campbell:** Mr. Chairman, if I may, we have been talking about history to date. We've been talking about the quality of programmes. We've been talking about what has been achieved in the past. So I suppose it is all in context that we are comparing the same period of time.

**Hon. Mr. McNie:** I think, Mrs. Campbell, the point he's making is the same point I was making in the Legislature today.

**Mrs. Campbell:** I grasped the point.

**Hon. Mr. McNie:** I gather it wasn't understood by all the parties that for the years that were being referred to, steps had been taken in the interim by the public accounts committee, by the auditor and by the authority itself to remedy these matters. Their public accounts committee dealt with it just yesterday, I believe, and an interim report is now being prepared by the auditor for the benefit of the public accounts committee. This report will be available to you and to anyone else who wants a copy.

**Mrs. Campbell:** I am delighted. I nearly referred to another item which had appeared in the last little while and to which reference had been made, the programme portion.

**Mr. Ide:** The programme portion of the projected budget expenditures for 1973-1974—740 productions at an average cost of \$4,400 apiece. Now I hope—

**Mr. Lewis:** Could you say that again?

**Mr. Ide:** There will be 720 new productions at an average cost of \$4,400 apiece, which amounts to \$3,168,000. Some productions will range as high as \$40,000, but the lowest production we had last year came in at \$50; so, when we speak in terms of \$4,400 we're speaking of an average figure, not the figure for each individual programme. The acquisitions, we—

**Mrs. Campbell:** Could I just stop there for a moment? I take it—you didn't give us the time—but I take it from the information I have received that this would be the equivalent of the \$4,300 figure I was given for a 20-minute programme.

**Mr. Ide:** No, that was \$4,300 for a 20-minute programme last year. That would be the average cost of a 20-minute programme.

**Mrs. Campbell:** And the \$4,400 that you're giving me now is for a 20-minute programme?



**Mr. Ide:** That's right. We plan to acquire 950 programmes at approximately \$500 apiece, during the coming year which amounts to \$506,000. The total, which includes inflationary factors, comes to \$3,674,000. The support materials, the programme guides—

**Mrs. Campbell:** Excuse me, on that one. When you're talking about the acquisition of programmes, is any portion of that part of a programme, the stock shots, I think it is, that you buy?

**Mr. Ide:** No, no!

**Mrs. Campbell:** They're in another budget.

**Mr. Ide:** Yes. They would be included in the cost. If we buy stock footage, it would come under the \$4,400 figure I gave you earlier. The acquisitions are complete programmes we have bought, primarily from Great Britain and the United States, although we have bought some from France, Germany and a very few from other countries throughout the world.

**Mrs. Campbell:** I see. Could I just know about how much you plan to spend, out of the \$3,168,000 for your stock shots?

**Mr. Ide:** I really can't give you that kind of projected detail for the coming year. I think it is based on past experience. I'm sure that if you wanted detailed information on the cost of stock footage this could be obtained for you. I don't have it before me at the present time.

**Mrs. Campbell:** Thank you.

**Mr. Ide:** Support materials includes the programme guides which go with the in-school programmes; the prospectus which goes to all schools, colleges and universities in the province; the CBC television guides, and other support materials. The total cost of support materials is \$124,000.

**Mr. Lewis:** It is \$424,000, you say?

**Mrs. Campbell:** One hundred and twenty four thousand dollars.

**Mr. Ide:** Yes, \$124,400. As far as the programming portion is concerned, those are what we would call direct costs. These do not include cost of the salaries of the staff of the OECA, the cost of the rent of the building and the editing facilities in our building. The total budget proposed for the educational media division, which is responsible for programming next year, is \$6,949,800.

**Mrs. Campbell:** As against what last year?

**Mr. Ide:** As against \$6,888,500.

**Mrs. Campbell:** In the 740 productions, do you allow for the purchase of what would be called service?

**Mr. Ide:** Yes, there would be purchases of services included in the \$4,400.

**Mrs. Campbell:** What actual work do you do in the way of production on your own premises, in your own studio?

**Mr. Ide:** In the past year we have done a substantial portion of the editing in our facilities. We have also done the packaging of the material. The preparation of scripts and all the normal developmental costs are included in that figure.

As far as the studio is concerned, this has been in operation for only a very few weeks so it's very difficult to give you an accurate estimate of the use to which that studio will be put. The only thing I can say is that the last time I looked at the booking for the studio, it was virtually fully booked until the end of August.

**Mrs. Campbell:** Could I know when it was built?

**Mr. Ide:** It was built during this past year and it came into operation in mid-April.

**Mrs. Campbell:** Now could I get a for-instance of the kind of programme you run in this place?

**Mr. Ide:** The kind of programme that would be produced in the studio?

**Mrs. Campbell:** In the studio.

**Mr. Ide:** It's a very small studio.

**Mrs. Campbell:** I'm aware of that.

**Mr. Ide:** It's a very small studio and essentially it will be used for talk programmes, which rely on panel discussions and simple productions. We did our science lab series there, which I believe has been extremely successful. The studio has been extremely useful to the producers of the science lab.

If we want to do Shaw or Shakespeare or sophisticated productions then we either have to film outside, or we have to use outside facilities which we would rent.

**Mrs. Campbell:** Is it correct that you do most of your actual production at CTV and another private station?



**Mr. Ide:** Well, we use Baton Broadcasting facilities, which are related to CFTO. We use CHCH in Hamilton. We've used CJOH in Ottawa. But probably the greatest use is made of VTR productions on Scollard Street.

We've also produced programmes at Scarborough College and at other less sophisticated establishments when we've been able to make use of those particular facilities.

**Mrs. Campbell:** Could you tell me how you function when you have to go all over the place to do your filming? Do you just pick up crews in those places? What movement of bodies do you have from one place to another to do some filming?

**Mr. Ide:** I think most of the freelance—although I would stand to be corrected by my advisors—most of the freelance filming crews would be obtained in Toronto. For the French-language programming, the crews, I believe, are obtained in Montreal and primarily from Radio Quebec.

**Mrs. Campbell:** Fine. Could we now get to salaries and wages?

**Mr. Ide:** Total compliment costs for the 325 members of the authority are projected to be \$5,269,400. That includes benefits as well as salaries; payments into pension funds and so on.

**Mrs. Campbell:** Could you now take me through your upper echelon? You have 325 employees.

**Mr. Ide:** I was just asked the question whether or not I am correct on 325; and I would say that I am correct, within one or two per cent. Of course, the size, the number on complement changes slightly from time to time, but you will understand that is a round figure and not necessarily the actual number of people presently employed. But it would be extremely close to 325.

**Hon. Mr. McNie:** What period is that, Mr. Ide, that you're giving me the figures for?

**Mr. Ide:** That is the complement at the present time.

**Mrs. Campbell:** Do you have copies of this so I could follow?

**Mr. Ide:** I don't have copies, but I would certainly be glad to make this material available to you if you wish to have it. It is certainly public information insofar as we are concerned.

**Mrs. Campbell:** I had anticipated it would be made available so that we could follow, however I guess it will make it a little longer.

**Hon. Mr. McNie:** In all fairness, it isn't usually required, Mrs. Campbell. As you know we made arrangements for you to go up and see them, and I thought perhaps at the time you might ask for whatever you wanted by way of supportive material.

**Mrs. Campbell:** I didn't have time to go over the books.

**Hon. Mr. McNie:** No, no; but—

**Mrs. Campbell:** I didn't indicate to you, sir, that I was going. I simply asked you in the House to assure me that the material would be available and you advised me that it would be.

**Hon. Mr. McNie:** That's right!

**Mrs. Campbell:** You are quite correct. It is. I did not ask for the copy. I should have done so.

**Hon. Mr. McNie:** The difficulty, and I have become very conscious of it as we go through our own estimates, is to know what material to make available, because as someone reminded me, the books get pretty thick.

**Mrs. Campbell:** I think we want the material that is going to enable us to look at this operation.

**Mr. Ide:** Now, your next question; the next question, Mr. Chairman?

**Mrs. Campbell:** I wanted a breakdown—let's take it from the top—I'd like to know the function and the salary, if I may.

**Mr. Ide:** Do you want me to deal with specific individuals?

**Mrs. Campbell:** Not by name but by function and by salary. I must ask though, so that I find out; you have two functions, I understand, sir; is that not correct?

**Mr. Ide:** Yes, I do.

**Mrs. Campbell:** Could I have your two functions?

**Mr. Ide:** I'm chairman of the board of directors and I'm also the chief executive officer.

**Mrs. Campbell:** Could I ask at this point why this is the continuing organization arrangement when: (a) I believe the recom-

mendation was that it shouldn't continue, that you shouldn't continue in these two positions and I think most people who know about organizations would agree that it is not the healthiest possible situation.

**Mr. Ide:** Well, Mr. Chairman, you put me in an embarrassing position to talk about my own status in the organization. I think that, however—

**Mrs. Campbell:** I am sorry, sir, I didn't mean to talk about your own status. I am asking why you have the two functions. I think anyone in this room knows—who knows organization at all—that this is not the healthiest situation. It has nothing to do with you, sir, as a person. Please understand that.

**Mr. Ide:** Well, in attempting to answer your question, I think the question is related to a recommendation in the Price Waterhouse report. It was indicated that the work of the chairman, combined with the work of the chief executive officer, was particularly onerous, I think the report indicated that these functions might be separated.

But if you would look at the organization chart which they drew up, and it actually became their firm recommendation, the positions were not separate. However, whether or not the chairman of the board is actually the chief executive officer is not a matter for me to decide personally, but is a matter for the board of directors of the authority to decide.

**Mrs. Campbell:** But you are the chairman of the board?

**Mr. Ide:** That's right.

**Mrs. Campbell:** It's a difficult decision, I suggest, for a board to make while you chair it.

**An hon. member:** There may be some conflict of interest!

**Mrs. Campbell:** In any event, I take it that your salary, sir, and I'm sorry to be personal on this point, but your salary, sir, is probably to cover only one of those two functions?

**Mr. Ide:** My salary is \$34,600, and it covers both functions.

**Mr. Lewis:** It is probably all taxable too.

**Mr. Ide:** And it is all taxable, yes.

**Mr. Lewis:** Well, there you have us.

**Mr. Ide:** In terms of starting from the top down, there are 27 people and I now have the exact number of people presently on staff. It is 331.

There are 27 people on the staff who make over \$20,000 a year. There are 149 people who make between \$10,000 and \$20,000.

**Mrs. Campbell:** How many?

**Mr. Ide:** One hundred and forty-nine that make between \$10,000 and \$20,000 a year. There are 153 who make between \$5,000 and \$10,000 a year; and there are two people who make less than \$5,000 a year.

**Mr. Laughren:** Probably part-time.

**Mrs. Campbell:** No they are women.

**Mr. Ide:** I would assure you, Mr. Chairman, that they are not women.

**Mrs. Campbell:** That is a relief.

**Mr. Lewis:** Are they full-time?

**Mr. Ide:** Yes, I would presume that they are full-time.

**Mrs. Campbell:** You would presume, sir? Would you not know?

**Mr. Ide:** No, I would not know directly who these two people are.

**Mrs. Campbell:** Or whether they are full-time or part-time?

**Mr. Ide:** Oh no. I say they are full-time employees.

**Mrs. Campbell:** Oh. I am sorry.

**Mr. Ide:** They are not part-time, I'm sorry.

**Mrs. Campbell:** Well, now could you tell us, on the 27 people who make over \$20,000, I did ask that this be identified by function.

**Mr. Ide:** There would be the chief executive officer, the three—

**Mrs. Campbell:** No, you have already been looked after, I might add.

**Mr. Ide:** But I am counted in that figure.

**Mrs. Campbell:** Oh, I see. So there are 26 plus you?

**Mr. Ide:** Twenty-six plus me, yes.

**Mrs. Campbell:** Thank you. What do the 26 over \$20,000 do?

**Mr. Ide:** There are the three general managers; one of educational media, one of cor-

porate services and one of corporate affairs. There is the director of the—

**Mrs. Campbell:** Now just a moment! There are three general managers. What are their salaries?

**Mr. Ide:** Their salaries range at the present time between \$20,000 I believe it is \$27,000 and \$32,500.

**Mrs. Campbell:** Mr. Chairman, I am following this rather closely because it does fit into something that I have been trying to get to. Are their functions different? Are there job specifications for these functions? And what is the range for the specifications?

**Mr. Ide:** Their jobs are certainly different and there are specifications for the positions and the range—I don't know whether I have the exact range at this particular time for these individuals; but I'm suggesting to you that they would be, I know that the top of the range is \$32,500 and I believe that the bottom of the range is about \$27,500.

**Mrs. Campbell:** All I'm trying to get at is, I realize these are three general managers. I realize that their functions, obviously, wouldn't be the same.

**Mr. Ide:** Yes.

**Mrs. Campbell:** But I take it that you would be regarding the function as of equal importance, shall we say?

**Mr. Ide:** Right!

**Mrs. Campbell:** Or do you?

**Mr. Ide:** Yes, I would think, their functions are not identically the same, but I think that their experience is different and the lengths of time they've been with the organization is different, and hence the experience factor does have some weight in determining what—

**Mrs. Campbell:** So there are three, one shall we say is at the bottom of the range, one is in the middle of the range and one is at the top; would that be roughly it?

**Mr. Ide:** That's right, yes.

**Mrs. Campbell:** I see. And that, then, you're telling me, reflects simply their experience, the period of time they've been with you.

**Mr. Ide:** That's right.

**Mrs. Campbell:** It doesn't in any way reflect the salary they were making at the time they came into the organization.

**Mr. Ide:** No, I don't believe that it does.

**Mrs. Campbell:** All right, next!

**Mr. Ide:** I think, Mr. Chairman, if it is wished that I give the individual salaries, or the specific salaries of employees, that I would wish to rely on the general managers, who would probably have specific information available to them.

**Mrs. Campbell:** Fine!

**Mr. Ide:** Mr. Bowers, who is the general manager of corporate services?

**Mrs. Campbell:** So we have 23 people we are talking about over \$20,000.

**Mr. Ide:** Twenty-seven people over \$20,000.

**Mrs. Campbell:** We have 23 left.

**Mr. Ide:** Oh, I see!

**Mrs. Campbell:** At least, if my arithmetic is correct, is that not so? We had 27, we took away four, and even in the old arithmetic I find that leaves me 23 to go.

**Mr. P. G. Bowers** (General Manager, Corporate Services, OECA): Mr. Chairman, this will take me just a little bit of time, because the salaries are listed alphabetically and the functions are listed by organizational section, so I'm going to have to leaf back and forth through the book here. I assume the question is for the salaries of the three general managers.

**Mrs. Campbell:** No, the salary is not for that. That matter has been covered at this point satisfactorily to me. I'm talking about the 23 others over \$20,000 a year. I want to know what their functions are, what their salaries are and what the job specifications are.

**Mr. Bowers:** I'm sorry, I understand the question now. I'm still going to have to leaf through the book alphabetically. This will be in alphabetical order.

The first person is—

**Mrs. Campbell:** No, I don't want the names; I'm just asking for the functions.

**Mr. Bowers:** Okay. The first person is a programme officer, at the top of his range, and he is \$25,346.



**Mrs. Campbell:** How long has he been with you?

**Mr. Bowers:** I believe he has been with the authority since its inception, and he was with the ETV branch since 1967 or before. He predates me and I started in 1968, so I'm not sure exactly when.

**Mrs. Campbell:** Yes! And his function is to supervise production or supervise programming?

**Mr. Bowers:** He has a senior responsibility for the supervision of the production of programmes from the educational point of view.

**Mrs. Campbell:** And he was apparently with television before?

**Mr. Bowers:** He was with the ETV branch of the Department of Education; and prior to that had educational television experience, although I can't detail it.

The next person has a salary of \$25,346 and he occupies the same functions as the first person I described and has been with the authority prior to 1968, or with the ETV branch prior to 1968.

**Mrs. Campbell:** How many programme officers do you have?

**Mr. Bowers:** I'm sorry. I'll have to go to another section of the book to try and answer that question.

We have a total of seven project officers 4, which is the job description we're discussing at the moment.

**Mrs. Campbell:** Seven project officers 4.

**Mr. Bowers:** I can't say offhand that they're necessarily over the \$20,000 mark though. I'll have to work my way through the book on that one.

**Mr. Ide:** Mr. Bowers, I have in my book a list of individuals and their salaries. I would be happy to table this list with the chairman, or whatever is appropriate, if this would—

**Mrs. Campbell:** Let's just face it. What I'm concerned about is this. There is no doubt in my mind from what I have been looking at that you do have a morale problem, and I'm trying as best I can to get to the root of it. If you have seven project officers 4 and two of them are \$25,346, what is the range for that project officer 4.

**Mr. Bowers:** I'm sorry, I'm having difficulty in answering this question because I can't locate the salary bylaw.

**Mrs. Campbell:** You say you have two at \$25,346. You have seven of the same category and you cannot tell me whether they are all over \$20,000 or not.

**Mr. Bowers:** I can tell you, but it will just take me a little time.

**Mrs. Campbell:** Could you tell me if these seven project officers are from the media?

**Mr. Chairman:** Mr. Ide, would you like to try that?

**Mr. Ide:** I will just read down the list of the officers. I'll read the salaries and I'll tell you what their backgrounds were.

There is a project officer at \$25,346. He came from education. There is a project officer at \$25,346 and he came from education. There is the person who is in charge of the CTS project. His salary is \$30,000 and he came from the media.

**Mrs. Campbell:** How much is it?

**Mr. Ide:** That was \$30,000. There is a project officer—

**Mrs. Campbell:** Excuse me, he is in charge of what?

**Mr. Ide:** The satellite, the CTS satellite project.

**Mrs. Campbell:** How long has he been with you?

**Mr. Ide:** He predated my period with educational television.

There is a project officer at \$25,346 and he has experience both in the media as a television producer and as a historian. There is a project officer at \$20,000 and he came from education. There is a project officer at \$21,000 and he came from the media. There is a director of finance, administration and personnel at \$25,000, and his background is in finance, administration and personnel.

There is a project officer at \$20,617 and he came from education.

**Mrs. Campbell:** What does he do?

**Mr. Ide:** He is in charge of the university programming, in the university section of the organization.

There is a superintendent at \$28,333 and he is in charge of all of the utilization projects; the visual-literacy programme and the

publication section. There is an associate superintendent at \$26,976 and he came from the media. There is a project officer at \$24,796, and his background is—

**Mrs. Campbell:** How much?

**Mr. Ide:** That was \$24,796, and his background is both media and education.

There is a director of technical services at \$27,900 and his background was in broadcasting. There was myself, that I have already mentioned. There is a project officer at \$22,796 and his background was production. There is a project officer at \$28,333 and his background was education—that is a superintendent, pardon me.

There is a project officer at \$23,902 and his background was in education. There is a general manager at \$30,316 and his background was both media and education.

There was a media-standard—pardon me, that is not correct. That person is not with us.

There is an assistant director of technical services at \$20,587 and he is an engineer. There is a superintendent at \$28,333 and her background was in education.

There is a manager of project materials at \$21,800 and his background is publications. There is a superintendent at \$28,333 and his background was education. There is a project officer at \$22,400 and his background is both in the media and education.

There is a project officer at \$21,002 and her background is education. There is a superintendent at \$25,228 and his background was the media. There is a director of special projects, this is the VIPS series that I mentioned, at \$30,316, and his background was education.

There is—and I am sorry that I gave the figure \$27,000 for the third general manager, the figure is \$28,333. He is the general manager of corporate affairs and his background was the media.

There is a superintendent at \$25,228 and his background was primarily the media, but also with some background in education.

That adds up to 27 people, Mr. Chairman.

**Mr. Chairman:** Thank you.

**Mrs. Campbell:** And of the people under \$20,000, how many of them are functioning in any of the areas which you have outlined?

**Mr. Ide:** Well, I would presume that in project officers the range is fairly broad, because it depends on the experience of the individual. So that some of them would be

performing some of these functions, but most of them would have much less experience than the individuals I have mentioned.

**Mrs. Campbell:** Is it not a fact, Mr. Chairman, that people are brought into this organization on the basis of what they were making when they came in, particularly in the educational field?

**Mr. Ide:** Yes: The philosophy, Mr. Chairman, is that we are competitive with the field from which we draw the individuals. In other words we have had consultants who brought in recommendations as to what equivalent persons would be paid, either in broadcasting or in education. As far as the educators are concerned, their salaries are comparable to what the educators would be paid in the Ministry of Education or the Ministry of Colleges and Universities.

**Mrs. Campbell:** How many of these have come over from one of these ministries?

**Mr. Ide:** How many came from the ETV branch, Mr. Bowers?

**Mrs. Campbell:** Or from any other part of the ministry?

**Mr. Bowers:** The total number of educators in our organization is 38 per cent of our complement as of last year, if that is another way of answering your question.

**Hon. Mr. McNie:** There are very few of them from other ministries, if that is your question.

**Mrs. Campbell:** I wasn't asking from other ministries, I meant from other functions than ETV.

Now you say that 38 per cent are educators?

**Mr. Bowers:** As of last year; I don't have an up-to-date figure on that, but I don't know why it would change appreciably.

**Mrs. Campbell:** I see. When you get to the 153 between \$5,000 and \$10,000, what kind of work do they do, or is there any broad category for them?

Where do your directors fit into this or the heads of production or anything like that, in salary? Where are they in your range?

**Mr. Bowers:** Not to confuse the issue, but we have a title director which is associated with directors of branches who are in the \$25,000—well sorry, I can't generalize, they range between \$20,000 and \$25,000.

**Mrs. Campbell:** Do you have programme directors or programme—

**Mr. Bowers:** Producers?

**Mrs. Campbell:** Yes.

**Mr. Bowers:** The producers range all the way from \$8,000 up to \$20,000.

**Mrs. Campbell:** Now, that I would like to understand. Why would that range be that large if you are basically, supposedly, a production outfit?

**Mr. Bowers:** Because we have a wide range of production experience. The younger people in the training positions start at rates that are competitive with industry; as they gain experience their rates go up.

The same sort of range obtains for the project officers in the range of project officers 1, 2 and 3. They range, I believe, from about \$8,000 up to \$20,000.

**Mrs. Campbell:** What would a person getting \$16,000, for example, be doing in this organization? Have you had anyone at that salary?

**Mr. Bowers:** Yes, we have several people at that salary.

**Mrs. Campbell:** What kind of work do they do?

**Mr. Bowers:** You are referring specifically in the production area, or do you want to go across the organization?

**Mrs. Campbell:** I think the production area is the area where I am concerned. It is certainly pretty top heavy, by any standards I know, from the administration point of view. I am interested now in trying to find out who does the production.

**Mr. Bowers:** We have approximately 25 production teams in the organization. These production teams would consist of a producer, a project officer and a production assistant.

**Mrs. Campbell:** Twenty-five production teams.

**Mr. Bowers:** Not all those people would be staff. Some of those people would be contracted for a particular project.

**Mrs. Campbell:** Well I would certainly hope so. Hollywood wouldn't have it so good.

What would the head of a production team get?

**Mr. Ide:** The highest salary that is earned by the head of a production team is a project officer, who is a producer, and I mentioned I think it was approximately \$24,000.

**Mrs. Campbell:** Yes. And any one in charge of any particular branch of production would be in what range?

**Mr. Ide:** He would be, or she would be, in approximately the \$23,000 to \$28,000 range, depending upon experience. And that would be a major area where they would be responsible for 300 to 400 programmes in a given year, the supervision of these programmes.

I might, Mr. Chairman, just make—

**Mrs. Campbell:** Three or four hundred out of—what do we say we were looking at—700 or 740?

**Mr. Ide:** Yes.

**Mrs. Campbell:** So you wouldn't have too many of those?

**Mr. Ide:** Well, when we talked about 740 I was talking about the number of units; the actual number of programmes would of course be closer to 1,000, but I was trying to use a common standard of about 20 minutes for a programme unit so that we would be talking about the same class of programmes. But there is certainly some—

**Mrs. Campbell:** I don't understand that answer.

I understood it when you said there would be 740 productions and that some would run as high as \$40,000, presumably in both content and time.

**Mr. Ide:** Yes, \$40,000 would be in terms of dollars. The time might be as long as 90 minutes.

**Mrs. Campbell:** Yes.

**Mr. Ide:** An hour, or it might be an hour and a half production.

**Mrs. Campbell:** So that when you gave us 740 it is not actually that, and yet these people are in charge of 300 programmes roughly.

**Mr. Ide:** Well, I was talking about very senior people who are in supervisory position.

I think I would like to make one point, Mr. Chairman, if I might at this time.

The question was that we were a production house and we consider, ourselves, hopefully, that we are in—well, we have responsi-



bility for educational communications and while we have responsibility for production we also have responsibility for the educational content and the educational relevance.

**Mrs. Campbell:** There is no question about that, but I'm talking about the production aspects of it.

**Mr. Ide:** Yes.

**Mrs. Campbell:** Because it seems to me that this is where we have to be looking.

Now, how many consultants do you have at the present time?

**Mr. Ide:** Well, we had Price Waterhouse as a firm of consultants, but in terms of regularly employed consultants I would think that would be very few at the present time. Is that correct, Mr. Bowers?

**Mr. Bowers:** That is right.

**Mrs. Campbell:** Well now, could you tell me—you had for quite a while a gentleman by the name of Ward Cornell, how long was he with you?

**Mr. Ide:** Mr. Cornell was with us for about three years; he came in as a consultant in broadcasting when we were a part of the educational television branch; and he continued in that function until he left us to take up his new responsibilities.

**Mrs. Campbell:** I see. And what would his fee be during that time?

**Mr. Ide:** I think that his fee was something in the neighbourhood of \$5,000 to \$6,000 a year.

**Mr. Lewis:** No wonder he asked for a reassignment. Is he included in that group under \$5,000?

**Mr. Ide:** No, he wasn't. Those were full-time employees, the group under \$5,000, Mr. Chairman.

**Mrs. Campbell:** And what other consultants have you had and do you still have?

**Mr. Ide:** We have a consultant for certain engineering projects whom we call on from time to time, but this particular consultant we pay on a per-occasion basis. I think this is the way in which we pay all of our consultants.

**Mrs. Campbell:** Would this be the one who earned, or was paid, \$25,000 last year? For engineering work? Would that be the right one?

**Mr. Bowers:** I'm sorry. I was mistaken when I gave you that figure. The figure is \$19,200 for last year. I have the figure here now.

I estimated that figure when you came to visit us.

**Mrs. Campbell:** Well, it's a pretty good occasional job.

**Mr. Ide:** We are referring, of course Mr. Chairman, to a firm and not to an individual. In other words, he brings his own draftsmen and so forth. They are included in that fee.

**Mrs. Campbell:** I see. And he has been doing that for how long?

**Mr. Ide:** Well, he worked last year because we were preparing some applications for the CRTC, but the year before I don't believe he did very much work for us at all.

**Mr. Bowers:** He worked on the design of the relocation of the technical facilities.

**Mr. Ide:** I see.

**Mrs. Campbell:** Well, how many years has he been working with you?

**Mr. Ide:** He has worked with us on and off, I would say, in the authority, for three years. The authority has only been in existence for three years.

**Mrs. Campbell:** Oh, well all right. Did you have any occasion to know him or to use his services, or to know whether his services were used by ETV before OECA?

**Mr. Ide:** Yes, I believe they were.

**Mrs. Campbell:** On a pretty regular basis, is that not so? That would be true, Mr. Chairman.

**Mr. Ide:** On a pretty regular basis?

**Mrs. Campbell:** Now, during the last little while there were several people who were shifted into new responsibilities. Is that not so?

**Mr. Ide:** I beg your pardon, Mr. Chairman? I didn't catch the question.

**Mrs. Campbell:** There has been a reorganization, is that not so?

**Mr. Ide:** Yes, that is true.

**Mrs. Campbell:** And several persons were shifted into new responsibilities which entail performing functions of lower paid staff. Is that correct?

**Mr. Ide:** I am really not sure of the implication of the question.

**Mrs. Campbell:** I don't think you need worry about the implication if you will just give me the factual answer. I don't think you should be searching for implications.

**Mr. Ide:** Well, I'm not sure that I understand the question.

**Mrs. Campbell:** All right, I'll take it slowly. You did have a reorganization?

**Mr. Ide:** That's true.

**Mrs. Campbell:** You did shift some people during the reorganization, or as a result of the reorganization. Is that so?

**Mr. Ide:** Yes, some people were reallocated.

**Mrs. Campbell:** And were they in some case performing the functions of lower paid staff?

**Mr. Ide:** Under the reorganization there are some people who are performing functions of lower paid staff, that is true. In other words, there were certain functions that were eliminated within the reorganization.

**Mrs. Campbell:** Was there any salary adjustment at that time?

**Mr. Ide:** No, there was no salary adjustment.

**Mrs. Campbell:** Thank you.

**Mr. Ide:** The difference, I might add Mr. Chairman, was some \$800. I begin to see what the question is at the present time.

There was a reference in one of the newspapers to the effect that they were earning \$10,000 more than they would have been earning had they been a project officer under the new classification. The difference was in fact \$800 and their positions were frozen at that—or their salaries were frozen at that level rather than any attempt to reduce the salary.

**Mrs. Campbell:** To go back to the studio, what is the height of the studio?

**Mr. Bowers:** Sixteen feet.

**Mrs. Campbell:** And that makes for what degree of camera manoeuvrability?

**Mr. Bowers:** The height of the cameras at the top of their pedestal travel is just below the bottoms of the largest lighting fixtures.

**Mr. Laughren:** I should hope so.

**Mrs. Campbell:** Was there any model on which this studio was built?

**Mr. Bowers:** The studio was built primarily for continuity and presentation purposes, as well as a simple format studio. In terms of models we examined a number of similar type studios in Canada and the United States.

We had evolved some experience as far as presentation studio requirements were concerned because we had a single-camera, presentation-booth studio at our building at 1670 Bayview.

**Mrs. Campbell:** Do you have any problems with your videotape equipment?

**Mr. Bowers:** Not that I am aware of.

**Mrs. Campbell:** I see. You are not having any waste due to malfunction?

**Mr. Bowers:** I think our record in terms of operational hours is quite satisfactory and would compare favourably with any other television operation.

**Mrs. Campbell:** I would like to now look at some examples that I have here as to types of expenditure that are made. Could I have some idea of the travel budget?

**Mr. Chairman:** The travel budget?

**Mrs. Campbell:** Yes.

**Mr. Ide:** Yes, I have an analysis of the travel budget here, Mr. Chairman.

Programming, 124 people; average expense per employee, \$400; total expense per activity, for the activity is \$44,300. Utilization work shops, number of employees, 13; average expense per employee, \$2,300; total expense per activity, \$29,600. Technical services, 72 people; average expense per employee, \$200—this is on an annual basis—total expense per activity, \$13,700. Information and publications, 15 people; average expense per employee, \$900; total expense per activity, \$13,400. Marketing, two people; average expense per employee, \$4,100; total expense per activity, \$8,200. Regional liaison, two people; average expense per employee, \$7,800; total expense per activity, \$15,500.

I think this should be taken, Mr. Chairman, in the light of the fact that these two people have to visit all parts of the province and they are on the road virtually continually.

Research and development, 11 people; average expense per employee, \$500; total expense per activity, \$6,000. Finance, admin-

istration and personnel, 83 people; average expense per employee, zero; total expense for the 83 people, \$800.

The executive—

**Mrs. Campbell:** Total expense \$800?

**Mr. Ide:** Eight hundred dollars for 83 people, yes.

**Mrs. Campbell:** All right!

**Mr. Ide:** The executive, seven people; average expense per employee, \$3,900; total expense for activity, \$27,500.

Total for 329 people—which is when these figures were compiled—average expense for employee, \$500; total expense \$159,000.

**Mrs. Campbell:** Now, is it a fact that you did win a Golden Hugo award?

**Mr. Ide:** That is correct.

**Mrs. Campbell:** Is it a pretty heavy award?

**Mr. Ide:** It is a very attractive award.

**Mrs. Campbell:** Is it a fact that 14 members went to Chicago to pick it up?

**Mr. Ide:** I really don't know. I would hope not. Mr. Bowers?

**Mr. Bowers:** I am sorry, I don't have that information readily available.

**Mrs. Campbell:** We will get it, won't we? How many go to the Cannes Film Festival?

**Mr. Ide:** Excuse me, I have just been informed that three people went to pick up the Golden Hugo award in Chicago.

**Mrs. Campbell:** Fine. Three people went not 14. How many go to Cannes every year?

**Mr. Ide:** Last year? Mr. Bowers, do you know the number of people; or I might refer this to Mr. Walker. This is in his area.

**Mr. D. Walker** (General Manager, Corporate Affairs, OECA): It is not the Cannes Film Festival. It is the International Television Market in Cannes. Three people went last year. Two people went this year.

**Mrs. Campbell:** Now, could I understand something about the sensitivity sessions? What are they and what is involved with them that we go to the Four Seasons, then to the Ascot Inn?

**Mr. Lewis:** No, the Ascot Inn was different.

**Mrs. Campbell:** Was it different? All right.

**Mr. Lewis:** High powered stuff.

**Mrs. Campbell:** All right, let's just—

**Mr. Lewis:** Sensitivity sessions are just group therapy.

**Mrs. Campbell:** All right, let me hear something about them if I may, the sensitivity sessions.

**Mr. Ide:** Well, I don't think, as far as I am aware, that we have ever specifically organized any sensitivity sessions. We did have, Mr. Chairman, a conference at the Ascot Inn last year of the people who are in the programming branch, and I think the conference was an extremely successful conference. It might be described by some as a sensitivity session, but I think I would prefer to use the term conference.

**Mrs. Campbell:** Yes, I suppose you would. What was the conference about?

**Mr. Ide:** I think the conference was concerned, primarily, with the question of how we could improve our methods of communication; how we could improve the quality of our programming; how we could examine the objectives of the organization and the direction which the organization, we hoped, would take.

**Mrs. Campbell:** How long did it continue?

**Mr. Ide:** Was it three days? I think it was a three-day conference; yes.

**Mrs. Campbell:** How many were there?

**Mr. Ide:** I would say there were 150 there but 150 people did not stay at the Ascot Inn. The Ascot Inn, of course, is a local motel and I think there were only two rooms registered to the authority in the Ascot Inn.

**Mrs. Campbell:** But you had 100—and how many?

**Mr. Ide:** I'm guessing at 150 people. Really, I don't have those kind of statistics at the tip of my finger.

**Mr. B. Newman:** A wall-to-wall meeting.

**Mrs. Campbell:** Yes. What about the Four Seasons?

**Mr. Ide:** I really am not aware of the Four Seasons conference. Perhaps somebody else, one of my other officials, can help there.

**Mr. Walker:** There were union negotiations held in a room at the Four Seasons and the



bill was divided between the union and the authority.

**Mr. Lewis:** Well, that is outrageous.

**Mrs. Campbell:** I would think so.

**Mr. Lewis:** It is bad enough that the NDP holds its conventions there.

**Mr. E. M. Havrot (Timiskaming):** That is where they got the idea.

**An hon. member:** And they stayed at the Four Seasons.

**Mrs. Campbell:** Could you tell me something about Integra Planning? Who and what is Integra Planning?

**Mr. Ide:** Mr. Bowers.

**Mrs. Campbell:** If that is the correct pronunciation?

**Mr. Bowers:** Integra Planning was a firm of consultants which we retained to give us advice regarding our forthcoming move to the Transamerica building. These people conducted communications studies and surveys, and surveys of our existing furniture, our furniture requirements and that sort of thing. They also conducted sessions with the employees to establish communication patterns and that sort of thing.

**Mrs. Campbell:** I see. What were their qualifications?

**Mr. Bowers:** I'd have to go back in my files. Professional design consultants, I guess, but I really can't tell you off the top of my head.

**Mrs. Campbell:** I guess perhaps we can find out some other time. It is rather important, I would think. Wasn't that an item of \$60,000 for those consultants?

**Mr. Bowers:** I'd have to check the books to verify that figure. It certainly is in that range, yes. But I can't really recall the exact figure.

**Mrs. Campbell:** It bothers me a bit, Mr. Chairman, that in a budget of this kind, \$60,000—if that is the figure—should be expended on something and we are not quite sure what the qualifications were or really what they did.

I wonder if I could now get to this matter of programming. Mr. Chairman, Mr. Ide has said that this authority does deal at arm's length with the ministry, or a part of the

galaxy, and I would look at the matter of "The Quiet Revolution." Could you tell me how you came to make that film?

**Mr. Ide:** I am not aware, personally, of "The Quiet Revolution." Perhaps Mr. Bowers or Mr. Walker are knowledgeable about this particular programme.

**Mr. Bowers:** This was not the Hall-Dennis programme?

**Hon. Mr. McNie:** I think, if I recall, it was run by the Ministry of Education in connection with Education Week.

**Mrs. Campbell:** No, it is not in connection with it. Could I ask, is it not a fact that the minister himself asked you to put that programme on?

**Mr. Ide:** No, that is not the case. We have requests, Mr. Chairman, from a variety of organizations. We have had requests from the Ontario Teachers' Federation and from the Ontario Association for Curriculum Development.

**Mrs. Campbell:** Yes, they are the ones who say they have "firmly established the principle of right of access to educational television without charge." They are the ones you are referring to.

**Mr. Ide:** The Ontario Teachers' Federation?

**Mrs. Campbell:** Yes.

**Mr. Ide:** I would think that we have always felt that the Ontario Teachers' Federation would be vitally interested in the work of the authority.

**Mrs. Campbell:** I wouldn't doubt that, and I think you are quite right, but are there other teachers' federations that also have the right of access without charge?

**Mr. Ide:** I am not sure what you mean by the right of access without charge. We have done it for the Home and School Association, we have done sessions for them. We have done it for the Ontario Educational Association, we have done programmes for them; and we did do a programme for the Ministry of Education on Education Week, if that's the one you are referring to on "The Quiet Revolution."

**Mrs. Campbell:** I believe you did two, did you not? You did the one of the minister opening Education Week at the Science Centre, in which he discussed the matter of the credit system and the ceilings; and then

this other one. I would ask you to remember this, that I have been informed that the programme which Mr. Wells did on HS1 was in fact requested by him.

**Mr. Ide:** By the Ministry of Education. We haven't had any request from Mr. Wells to do this programme. I think that if you are referring to that particular programme it would be worthwhile and perhaps interesting to you, and perhaps to the other members of the committee, to see the programme, because it was an extremely provocative programme and the whole question of HS1 was explored, I think at some length. On that particular programme the producers selected as the individuals to interview the minister the two people who do "W5" for CTV. I would be quite happy to arrange for a monitor and the programme to be brought down here so that all the members of the committee, if that is appropriate, Mr. Chairman, have a look at it.

**Mrs. Campbell:** I would be delighted to see it, but may I ask—

**Mr. Lewis:** You are not making it mandatory?

**Mrs. Campbell:** May I ask—

**Hon. Mr. McNie:** You might also look at the one they conned me into.

**Mr. Lewis:** I see Tom Wells every day. It's certainly reached the saturation point already.

**Mrs. Campbell:** May I ask if at any time there was any programme made to discuss the financial effect of HS1 on local school boards, with reference to the ceilings, for example, as another side of the coin?

**Mr. Ide:** I think the other side of the coin was pretty effectively brought out in the particular programme under discussion and certainly—

**Mrs. Campbell:** Questions which could be predictable.

**Mr. Ide:** No, I think they were questions which were provocative.

**Mrs. Campbell:** Well, we take it now to the matter of the coverage, for instance, of the programme at York University, which I discussed with some of your officials. There you reported you did two—incidentally, how long did that picture of Mr. Wells go? Was that about 90 minutes; or how many minutes?

**Mr. Ide:** I don't know. Mr. Bowers?

**Mr. Bowers:** I don't know; I would think half an hour at the maximum.

**Mrs. Campbell:** Half an hour? You wouldn't know the cost of it?

**Mr. Bowers:** I can get that for you in a few moments.

**Mrs. Campbell:** There was a question that you purported to cover one of the association conferences up at York University. In my discussion with your people I was concerned about the fact that there was a great deal of dissidence expressed at that conference, none of which appeared on either of the programmes. I recognize the fact, in fairness to you, that they did explain that York University is a dreadful place to film anything. I think that I could accept that, in the movement of cameras and so on; but they also said that if they had had more money they might have done more of the dissident elements. I think that is a fair statement of what was said.

Do you not think if you are going to carry on an educational television operation, and if you are going to tell the public at large that you are filming a conference, that really, integrity would require that one would show the conference as it was, rather than excerpts from it?

**Mr. Ide:** Well, it is impossible—we did two conferences and to cover conferences is exceptionally difficult. We did two conferences; and with all due respect, Mr. Chairman, to the Conservative Party and to the NDP, I might say that the conferences on cultural nationalism some time ago were covered in their entirety—

**Mr. Lewis:** Indeed!

**Mrs. Campbell:** Yes.

**Mr. Ide:** But, I must point out that it doesn't make for the most interesting viewing when you cover conferences of that kind.

**Mr. Lewis:** That is because you used Watkins and Laxer. What you see here is a Liberal fit of pique—because you chose the government and the—

**Mr. Ide:** No, I agree. I don't think we can cover conferences in their entirety. I think that it is incumbent on us though, and the people who are producing the programmes, to present as balanced a viewpoint of what went on at the conference as is possible.

**Mrs. Campbell:** Thank you. Now, could you tell me what Dr. Gordon has to do with your organization? Is he on staff?

**Mr. Ide:** Who is this?

**Mr. Chairman:** Could you speak up, Mrs. Campbell, please?

**Mrs. Campbell:** What Dr. Gordon had to do with your authority? Is he on staff?

**Mr. Ide:** No, Dr. Gordon is not on staff; he is on the staff of the University of Waterloo. He was the professor who organized and wrote the course in Communication Arts 100.

**Mrs. Campbell:** Yes. Well he wrote, produced and starred in it, didn't he? Is that the series?

**Mr. Ide:** He didn't produce it.

**Mr. Foulds:** Sometimes known as "Flash" Gordon.

**Mr. Bowers:** Mr. Chairman, I have the information for the previous question, if you would like it. The cost was approximately \$7,000 for the programme on HS1. There was at least one other programme in the "Chalk Dust" series that was on the subject of HS1 and reflected the viewpoint of the teaching profession.

**Mrs. Campbell:** Yes, I was aware of that programme, but it was not exactly what I was talking about in the reference to the two sides of the coin. That was the one, I think, which was the Ontario Teachers Federation one, wasn't it?

**Mr. Bowers:** That's correct.

**Mrs. Campbell:** Mr. Chairman, at this point I would like to ask just two further questions, I think. Could I understand what the satellite study is?

**Mr. Ide:** The Canadian government Department of Communications, in conjunction with NASA in the United States, is preparing to launch a satellite in November, 1975, to test the viability of low-cost ground receiving stations. In October last year the federal government invited various agencies to a conference in Winnipeg to consider whether or not, in addition to testing the electronic equipment, there couldn't be some useful sociological experimentation done on the satellite as well. The authority was asked to send Mr. Bowers, and Mr. Bowers was

named the Canadian chairman of the educational section of this particular conference.

As a result of the conference, we sent in a proposal to the federal government that the satellite be used in Ontario primarily to communicate with the native peoples of this province who, we felt, were somewhat disadvantaged.

The proposal had, in fact, four elements. These included a north to north, because we felt there was a concern among the native peoples to communicate amongst each other, at least this was the wish that they had passed on to us. Also there was a north to south element, because they had indicated that they'd like the people in the south to see some of their problems. Finally there was a south to north segment, because they thought they would like to see how—

**Mrs. Campbell:** Some of the south's problems.

**Mr. Ide:** They thought they'd like to investigate the decision-making process. They wanted to see where—

**Mrs. Campbell:** Oh, goodness gracious! Don't discourage them that soon.

**Mr. Ide:** As a matter of fact, they were very interested in having a look at parliamentary and legislative committees in action, particularly where questions relating to the native peoples were discussed.

We sent in the proposal and it was well received. In fact, I believe it has been accepted now by the federal government. We are investing some developmental money in it. On the other hand we expect that the federal government, the Department of Communications, will pay the costs of any experimentation that will be done on this satellite. It is hoped that the cost of receivers can be reduced to something in the neighbourhood of anywhere from \$2,000 apiece to \$10,000 apiece, depending on their degree of sophistication.

I think that it's unlikely that we are going to have regular satellite communication before 1980, but I think it is also important that we use it for the benefit of the people of this province and that we do whatever we can to try to ensure that this province stays in the forefront of the development.

**Mrs. Campbell:** What is your development investment?

**Mr. Ide:** I would think that the moneys that will be expended for developmental purposes will not exceed \$100,000.



**Mrs. Campbell:** That would be for what? I am not clear on that.

**Mr. Ide:** I think there would be some programming involved with this. There will be some experimental programming with it. We are hoping the federal government will, pick up the total costs. As a matter of fact, if the federal government is not prepared to pick up the total cost of the project, then we will have to abandon it.

**Mrs. Campbell:** Do you think this will be over some period of time?

**Mr. Ide:** I would expect that the satellite will be launched, on time, late in 1975. I think it has about a 95 per cent chance of being successful.

**Mrs. Campbell:** Mr. Chairman, I have undoubtedly worn out the patience of a number of people but I would like to make some observations and then turn it over to them. The reason for going into the budget as I did, and why I care what you did, was because of my deep concern in looking at an item of this kind and realizing this is only part of the commitment.

**Mr. Chairman:** Excuse me, Mrs. Campbell. I wonder if you would like to wait for a few minutes. The minister will be right back.

**Mrs. Campbell:** Oh, fine. We have a coffee break?

**Mr. Foulds:** I move we have a five minute coffee break.

**Mrs. Campbell:** Yes.

**Mr. H. C. Parrott (Oxford):** Whose estimates is this covered under, Mr. Chairman?

**Mr. Chairman:** If there is any question about this, this is paid for by the chairman, not the acting chairman.

The committee took recess.

The committee resumed at 10:30 o'clock, p.m.

**Mr. Chairman:** Mrs. Campbell, please.

**Mrs. Campbell:** Yes, Mr. Chairman. First of all, in going over these figures, it reminds me very much of the time when we opened the Canadian Indian Centre. We had a group of Indians and a group of non-Indians working to try to encourage the people of this city to take a look at the Indian in our midst.

There were three braves sitting around the table in the kitchen, as I had been working

with dishes and filling sugar bowls and the rest. One of them called me over and said: "Mrs. Campbell, there are too many chiefs and not enough Indians." This particular operation indicates this without any shadow of a doubt.

Actually, when you analyse the figures as I have them, your actual production for television, out of all this, is some \$3 million-odd dollars. There is the videotape programme and then there's the purchase of other programmes. We have a studio which can't possibly function as a studio for production purposes, and so we use the facilities of other well-established station, together with freelance operators and so on.

There is no question in my mind that when you are doing an educational programme you indeed do need to have people working on the programme who have the knowledge and the expertise in the field for which you are attempting to produce, but I do not see that you require to have all of these people on staff. Surely they can be drawn in from time to time? The waste is obvious if you look at the figures and it is no longer what the Provincial Auditor had great difficulty with it.

I could have gone over the various salaries in more detail, but I did not wish to tire this committee further. As Mr. Lewis has already indicated, he wishes to go home to bed.

But again, there is a mish-mash of job specifications, and you see again that what appears to be the working person in the programme is coming in at a much lower scale. The idea of bringing people in from outside on a permanent basis, for programmes so limited as these are—in amount, though I grant not, perhaps, in contents—staggers and boggles the mind.

I must say that I have seen one programme recently which was fascinating and challenging for adults, and I would congratulate the authority on that particular programme; but I wonder if it is the function, basically, to carry on, under the guise of adult entertainment, a function which in essence is somewhat of a duplication of those filmed programmes put out at another level of government? There is no doubt in my mind that one of the basic problems is that if this authority is dealing at arm's length with the ministry, then as someone has said before me, the fingernails are very close to the arm-pits.

**Mr. A. Carruthers (Durham):** That's a good one.

**Mr. Lewis:** Yes, someone with less taste than you.

**Mrs. Campbell:** I have to say that I have some knowledge of television and motion pictures at second hand. I do know that this sort of overhead cost can't be related in any way to the influence on the community. The television portions by themselves are not effective, at least in this community, for the reasons which Mr. Ide himself has mentioned; that is the difficulty of having the equipment in the schools, Channel 19 in the schools; the time of the programme and the rest. I can understand that videotape can be useful and no doubt is, as are any other of the audio-visual resource materials available to teachers.

I have discussed the matter with teachers, and from those with whom I have discussed it, the school portion, particularly in the elementary area, would appear to be much lower than the figures given to me by Mr. Ide. I certainly wish to check my figures out again to be sure that I'm not being unfair in any way.

It is always the case when government gets involved in this sort of function. I must say that when I first came in contact with it I was excited at the idea that we were moving on into a new era in teaching and in learning at all ages. But this is a disastrous sort of cost for the value, and I am not talking without a realization of the intangible values.

I am concerned about those who have left this authority, particularly since those who did were in on the programmes which won some of the awards, and there has not been any explanation of that by anyone at the authority.

As far as I am concerned, Mr. Chairman, again it is the situation, as I said at the beginning, that this committee is not the committee which can do the proper analysis of the problems. To be fair and to be responsible to the public at large, there has to be the opportunity for examination from both sides of this authority; to satisfy me and to satisfy those whom I represent.

We have not heard from those who have resigned from this authority, and I am sure the chairman would immediately advise me that I have no authority to call upon them to be heard here. But I do know this, that because of the very looseness of the way in which the offices are set up and the job specifications are set up, there is no way that you can equate one person in a position with another of equal seniority.

There is no doubt in the material which has been given to us that those in the production end of it who carry a load are certainly in receipt of lesser salaries than those who sit, I suppose one might almost say, in some areas of decision-making.

When you get this sort of a picture, you have to know that you are in trouble right from the start. It comes perhaps from the fact of, in some areas, a lack of experience in the medium itself, or themselves, because there are two involved at least.

We have seen that consultants have been employed who have certainly, by themselves, been close to government. It is essential, if we are to have a television programme for the education of our people, that it have the basic integrity of being totally and utterly autonomous; that its programmes, surely, should reflect all the opinions on any given subject if we are considering a reflection of educating the public on various aspects of education before us.

Mr. Ide has made out an interesting case, and one would expect that he undoubtedly would. He is a most able person, no doubt. But, I am going back to the position that I shall move—and I would move it now if it weren't for the fact that it would perhaps be deemed an effort to cut off debate—I would move that the moneys allocated in this item should be reduced until such time as there may be a complete and full investigation into the operation of this authority, at which time all persons may be heard who have something to offer to the general knowledge of those of us who have to come to a decision about the allocation of funds to it.

Thank you, Mr. Chairman.

**Mr. Chairman:** Thank you, Mrs. Campbell. Mr. Lewis please!

**Mr. Lewis:** Is that a motion, I'm sorry.

**Mrs. Campbell:** No. I had indicated so, but it was decided the other night that it would cut off debate; and I am not prepared to cut off debate.

**Mr. Drea:** It may have postponed it; but I don't really think it would have cut it off.

**Mrs. Campbell:** I'm going by the ruling of the chairman.

**Mr. Chairman:** Mr. Lewis has the floor.

**Mr. Lewis:** Before I go home to bed, Mr. Chairman, I thought I would like to ramble idly in an effort to see whether I couldn't

reflect a little on some things, and question some others, and so pursue this matter further. Because for a great many of us, it is an area of very considerable concern.

Through the chair, it is a question directed to Mr. Idle. One thing, fundamentally at the centre of this, which I want to ask you now, because my curiosity on the basis of various articles and conjectures and rumours is absolutely insatiable—do you have a chauffeur?

**Mr. Ide:** No, I don't have a personal chauffeur. But, I would be happy to comment on the fact that one of the cars drives me to work; and it may be a station wagon, it may be a small car, it may be an automobile as such; but, the car that drives me to work is the car that picks up the morning mail.

I go to work with the mail; and I go home at night with the station wagon that takes out the videotapes and the films to the processing lab. I do have that kind of a privilege. It is one of those things that I really am prepared to continue, it is a practice which I am prepared to continue in the future.

**Mr. Lewis:** That is fine.

**Hon. Mr. McNie:** That is a bad precedent to be setting for cabinet ministers.

**Mr. Lewis:** I may say that as a politician who positively lusts after a chauffeur—

**Mr. Foulds:** Not any particular one, let the record show.

**Mr. Lewis:** —I was curious to know what you do when you are not driving with the mail or the videotapes; and if the convulsions of the next day are to prove uncomfortable you'll always have a job with the NDP.

**Mr. B. Newman:** You don't need a chauffeur, do you?

**Mr. Lewis:** May I say, Mr. Chairman, that my thoughts are really not as coherent as they should be, and I apologize at the outset. We've been preoccupied in the Legislature with a number of other things admittedly ancillary to OECA—land-use planning, energy policy, regional government; trivia by comparison—and we've not always been able to concentrate the amount of energy one would wish on sort of having the coherent frame emerge.

I have a number of questions I want to ask—some of them, I think, are reasonably

important. Before I do, I want to offer some observations, gratuitously, which will not be entirely popular with you, Mr. Ide, but which I feel I should offer initially, in order to give you a sense of how some of us feel.

I've spoken to a great many people in and associated with OECA, and I know you know that, because a number of people to whom I've spoken in the last week or 10 days have been good enough, within the authority and outside it, to let you know that they've talked to a subversive politician. I've emerged with an impression—as a matter of fact, a series of strong impressions about OECA.

These are people who are at all the levels of OECA, other than the very senior management level. These are people who have had at one time, and have now, a pretty strong commitment to educational television.

We have a strong commitment to educational television. Those of us in this party, and I presume that's generally true through the House, believe that the OECA makes exemplary sense and that it has to continue, and that it is a great pity indeed that OECA has suffered from so much internal and external criticism, and that you have to go through this further trauma before it gets resolved.

I really think that the problems are of OECA's making, and therefore I feel less charitable than I perhaps should, or would want to.

You began trying, if I understand it, back in the days of ETV, to develop an educational authority which would have both a television channel component and access to the school system. It began as part of the Department of Education and you had a necessarily strong educational bias in those whom you hired and who were brought on. I think that one of the things which is at the heart of the problem for OECA, and as I've been able to ascertain it over the last week or two, is the continuing imbalance of education-oriented personnel in an organization where actual production of the programmes is now absolutely central.

I ask you to look at your own top management group. I would have wished that Dr. Lewis Miller could be up front. I know he's at the back, but he plays a pretty significant role in your organization and maybe I'll refer to him from time to time. You can invite him up if you like. I know he's here; I acknowledge his presence.

But in your tight senior management group, your background is almost all primarily education-oriented—origins, derivation,



biases, conception, view of the world. I want to suggest to you, Mr. Ide, that that has very serious consequences, because there is not only a creative tension between the education people and the producers—although some of them sometimes form remarkable combinations like Tom Thomas and Joan Soloviov—but beyond that, the dominance of education, the sense that somehow the people who have emerged from the education side have the ultimate say in the production of programmes, I think is doing the authority tremendous damage.

There are a lot of people who have emerged from the education system, with great respect, who have emerged from the traditional system, and they have a traditional view of education. They have a finely bureaucratic view of the way organizations operate.

People who have come to you as producers, intensively creative, extremely spirited, experimental, having a sense of OECA which is positively thrilling to some of us who've talked to them, find themselves straitjacketed by the inability of the most senior personnel in OECA to recognize the more exciting creative dimensions of the authority and to seem to be unable to adapt themselves to the fact that you do have an educational channel, and you do have tremendous possibilities in the programmes you produce; and that for some reason a great many of the people and a great many of the programmes are stifled.

You've got an extraordinary hierarchy in OECA. I agree with Mrs. Campbell. I'm not sure that I agree that there are too many chiefs, because I really think that most of your middle management chiefs are pretty talented and should be given free rein. But you don't give them free rein.

You have an advisory management committee at the top which controls OECA tightly, firmly, and at times, I say to you, uncomfortably. A lot of the people at the middle-management level, who should have the opportunity to grow, to expand, to run with it, don't have that opportunity. Your hierarchy has all of the adjuncts of a hierarchy.

I have never seen an organization with so many memoranda. It is quite unbelievable. It is a neurosis in OECA. The authority is addicted to memoranda. As a matter of fact, I have some of the funniest memoranda I have ever seen, to which I may refer from time to time.

Don't you ever talk to each other? Must it always be on paper, filtering down to the plebeians at the bottom?

I have a sense that there isn't a sufficient recognition at the top of the authority. That the people whom you've hired and the people who are doing your production and the people who are doing your work, inventive, creative, experimental and charged with what they want to do, just don't feel any contact with those beyond the superintendent level. And they should feel that contact!

Do you know that in OECA most of the people talk about "the fifth floor"? It isn't ominous or sinister. I can remember when we were discussing the Workmen's Compensation Board, they used to talk about "head table" in the same way—the isolated group of management bureaucrats totally separate from the rest. People include in memoranda references to "the fifth floor." I heard of a very funny memorandum from a producer who said that she delivered something to Dr. Lewis Miller's office at one point on a Saturday, so that no one would see her on "the fifth floor."

I have such a funny story to tell about Tom Thomas and contacts with management that I think I will be able to bring myself to do it at some point, but not yet. I have to warm to the task and I have to feel that the atmosphere is sufficiently risqué, but I will give it some time before it is over.

You have a funny kind of staff view. You have drop-ins, Mr. Ide. You drop in, on the staff. As a matter of fact you even call them "drop-ins."

That is very nice, but you know in an authority it is very peculiar to formalize visits from the chairman or the executive officer as a drop-in.

People can't remember your last drop-in. I mean the one before last week, when you dropped in to chat about all the newspaper coverage. You sent a memo around to the staff on June 11, 1973, and you told them of all the newspaper interviews you had had, reciting the woes of the authority. Alas, sir, you are a trifle innocent. You said:

Because these interviews in many cases ran to several hours, we believe that there has been some considerable opportunity for the media to be aware of what the actual operation of OECA is and has been.

Then Jack Miller wrote his column. It must have made you think twice about the nature of the interview. And then you said:

I hope you keep your immediate supervisors informed of problems which should be advanced to management for consideration and action. Obviously, through drop-

ins and personal contact with you, I hope to continue to receive comments on situations which need my attention. However, if you wish to write me your views, signed or unsigned, I would be grateful.

Signed or unsigned! Not the greatest atmosphere of liberation in the authority!

I may say to you that it may be felt presumptuous, but there should be some way the staff on the fourth floor can feel that the fifth floor is accessible at times other than a drop-in. I think there are times when you should abandon the memos and deal rather directly with people on a person-to-person basis, which frequently happens after crises but doesn't happen often, as I can ascertain it, before crises.

I don't believe there is government intervention. I want you to know that, I don't believe there is a manipulative government dimension with OECA.

There were a couple of funny little memoranda, one on Sept. 13, 1971—

Hon. Mr. McNie: None of them from me!

Mr. Lewis: —from Ron Campbell, who was then head of the adult section; before he went on to Seneca, I guess it is. He said:

We have had a request passed on to us by Dr. Good's office to supply a list of any board of education people who may be appearing in any of our programmes to be telecast between now and Christmas. This request was made by a Mr. Barnes of the Department of Education.

Please let me have any names soon, as Janice Peters of Dr. Good's office is presently compiling their lists and can include any names from our section.

That was in September of 1971. It is a relationship with the Department of Education that seems relatively innocent; the names of people who appear on programmes between now and Christmas. How would you like to send me a note about names of New Democrats who appear on the authority between now and October, 1975? That might be a rule.

There is a memorandum to Lew Miller from T. R. Ide of Oct. 25, 1971:

Would you ensure that where the assistance of Department of Education personnel are required that the requests go directly to Mr. Kinlin, assistant deputy minister, preferably over my signature or someone who is acting on my behalf.

That is a pretty close relationship with the Department of Education, although I don't see it as a sinister one frankly, and I don't really suppose that the Ministry of Education is exerting any control. But the impression—and I must convey this to you as strongly as I can—the impression of a great many people who have worked for you and do now work for you, is that the authority is positively paranoid about political intervention, and that you have erected a bogey in your own minds about public criticism and about possible ministerial—I don't mean Tom Wells or Jack McNie; God forbid, Jack McNie hasn't got it in his personality.

I don't mean that the ministry would jump in; I mean that you have somehow construed the situation that if ever you step out of line, if ever there is a doubt about a programme, that you had better abandon the programme rather than proceed; and there has been a very great sense in your staff that there are a lot of fears about political control, fears which are your creation rather than reality. And if the authority is too frightened, the authority is too worried, the authority is too anxious about public criticism, the authority in fact should exercise the independence which has been given to it by legislation and thumb your noses at everyone; and I would encourage you to do that as often as you wish.

And if you want Betty Kennedy to interview Bill Davis and show it, the NDP won't be apoplectic, even if she doesn't interview others of us.

Did you once think of having Betty Kennedy interview Bill Davis, when he was Minister of Education?

Mr. Ide: Mr. Chairman, Mrs. Kennedy thought of interviewing Mr. Davis, but it was at a very critical point in Mr. Davis' career and Mr. Davis preferred not to be interviewed by Mrs. Kennedy.

Mr. Lewis: I see. It is William Davis' responsibility for the interview not occurring? Because I would have wished William Davis to have appeared on OECA and I don't think anyone, least of all the Premier (Mr. Davis), should be intimidated on occasion.

I am getting the impression, in speaking to a great many people, that the single greatest problem in the authority, apart from administration and financial management and all of these other things, is the sense of the whole production side being bottled up. There is a sense of an oppressive educational hand; there is the sense that you need some-



one in your internal management group, at the top, who comes strongly and totally from the production side, and can give the atmosphere to the authority which would allow people to work more comfortably. And if the authority abandoned a lot of its rigid hierarchical structure and if the authority abandoned its commitment to memoranda and other ways of viewing things!

Of course Price Waterhouse didn't separate the position of chairman of the board and executive director; Price Waterhouse thought it was looking at an insurance company, for heaven's sake! It was just naturally assumed that this is the kind of thing which the private enterprise world does, and which therefore the OECA would do. I reject that utterly.

Price Waterhouse isn't the group you should bring into OECA. OECA doesn't require a management consultant firm to take a look at it, other than the most elemental organizational lines. What you need, with great respect, to come into OECA, are some creative people from outside to shake up the interior and give the freedom to your staff which so many of them don't feel they have.

You had a meeting last week; I can't remember when it was, perhaps earlier this week; of your education supervisors—what are they now called; project officers under the shake-up?—and your producers. Their associations got together to meet on an afternoon to try to find out why the budget was a mystery, how to work better with OECA. And this comes at the end of all the kinds of attempts on your part, from the Ascot conference down, to freeing up the apparatus.

There was that little memo which went from Lewis Miller who said:

It is possible that during your meeting [He was sending this to the educational supervisors and to the production people] this afternoon there may be the need for some information that I can provide. Unless I am called away from the building to be present during the presentation of our estimates, which could happen almost any time this week, I shall be available at any time during the afternoon and would be pleased to join you.

That memo speaks volumes! Because the separation between the people who are working for you, the education people and the production people, and the management group at the top, does not permit them, naturally and easily, to invite Lewis Miller or Ran Ide or Gordon Walker, or anybody else, into their confines to discuss the prob-

lems of OECA, because they don't see it that way. They see it as a kind of rigid separation; and if they ever want to get to you they have to go through this incredible funnel of hierarchical types who filter what Ran Ide should see and hear.

That is the way they feel. And as a matter of fact, I have a suspicion that that is the way it works; that Ran Ide learns far too often after the event the discontent that seethes below, because a great many people are protecting Ran Ide from the truth within the organization. Certainly that is the way it is felt.

Now, there are many matters which are very peculiar and I don't understand them all, but I want to spend a little time on them and ask some specific questions. I know you are going to want to come back and deal in a general way with the generalities that I have spoken of.

There are some odd things about OECA. Mrs. Campbell mentioned Integra; and I want to talk about the move because I think that had a lot to do with it. You were sitting up there on Bayview Ave. and you came down to Gerhard Moog's Transamerica building at Yonge and Eglinton. I use his name, because it is hallowed ground in the Legislature today. I impugn no motive.

You got into the Transamerica building; and before, you had this Integra outfit. Now what is the game that is being played here? Are you trying to tell me you don't know about Integra? Can't remember how much you paid them? Can't remember the nightmare of that whole move? Can't remember the circumstances and the particulars around it? Why is Mrs. Campbell sloughed off with some murmured uncertainties by people at the top in OECA?

You remember Integra? I am sure you do, Mr. Ide, so why don't you tell us about Integra and what happened in the process of the move? Use it as an object example of what went wrong in OECA in its internal administration and management. What happened? What happened to it?

I have a memorandum to all staff back in June of 1971 from TRI, re the relocation of OECA premises; and you talked to them about the move to the Transamerica building and you said:

It is a new building presently under construction and can be expected to provide us with not only a more modern working environment and convenient location, but also a welcome end to the serious space



problems under which you have had to perform.

What went wrong? Can I ask you? Can I ask you now? What went wrong?

**Mr. Ide:** Well, Mr. Chairman, it is difficult to deal with specifics, when Mr. Lewis has been dealing with generalities to begin with.

**Mr. Lewis:** That is fair, that is true.

**Mr. Ide:** I would certainly be happy to deal with—and I have Integra written down here, and I will be glad to deal with Integra—perhaps in my general response to reply.

Certainly I don't think it is any secret among the employees of OECA that the move was not a particularly happy one or a particularly satisfying one. I think we faced some problems, and hopefully I think that we resolved those specific problems. Whether we have resolved all of the problems to which Mr. Lewis has referred, I think, bears some further consideration and some further comment.

But, in terms of Integra per se, I think we are talking about a firm of consultants. I don't think it's probably appropriate or wise to start talking about an individual company in any way which might embarrass that particular company or those particular consultants.

Nevertheless, I think it is true that the move was not as we would have wished it to be, and it did not go as we would have wished it to go. After the move we had to make some changes; it became evident that changes had to be made, and the changes in fact were made at that time.

If Mr. Lewis will permit, Mr. Chairman, perhaps I might just talk a bit about this whole question of structure, rigidity, the educator vs. the producer, the whole business of the creative tension, and why are the educators in control. Are they in effect cutting back on the creative talents of the production people?

One of the interesting things that came out of the conference that was held recently at Hart House on post-secondary education was a statement by Prof. Beishon from the Open University in Britain. Prof. Beishon started out by saying—and I don't think he quoted Mr. Nixon on this—“Let me make one thing perfectly clear to begin with.”

He said: “I'm an enthusiast for the Open University. I believe in the Open University, and I believe it's been a great success.” And I'd like to make sure that I'm understood in any comments that I might have to make,

that if at any time I'm critical or admit to any problems within the organization, that it must be seen in the total perspective of my faith and my belief in the organization and in the quality of the people that we have working in OECA.

I think there is a dangerous tendency to classify people according to types. We classify them as educators. We classify them as producers. We classify them as engineers. We classify them as managerial consultants. In reality, I think most people are people.

Some of the most creative producers who have joined OECA have also been highly sensitive educators—not because education was their background but because they came in contact with the whole question of educational communications and educational television.

It stimulated them, and they went on and began to learn something about the nature of education. As a result, even though their background was completely in production, they became what we call educational producers and made a tremendous contribution to the success of the whole organization.

On the other hand, we have had educators who have come into the organization who had a total background in education. I'm speaking in particular about a couple of men like Don Torney and Jim Hanley, whose backgrounds were in education, and yet they made the greatest producers. Jim Hanley, for example, has acquired a good deal of fame in this country as a producer—not just in educational television but in television in general.

I am reluctant to classify people as, say: “They are a producer and therefore they are a different kind of human being;” or: “They are an educator and they are a different kind of human being.”

I think that we have to recognize talent wherever it exists and we have to make the best possible use of that talent.

I think it may appear on the surface that the organization is dominated by educators, but if you look around the senior management, there is David Walker, who had a distinguished career in the CBC as a producer. I believe he originated “The Nature of Things,” wasn't it? It was one of the CBC's most successful series.

**Mr. Lewis:** What is his post with you?

**Mr. Ide:** David Walker is now general manager of corporate affairs and, of course, contributes a great deal in terms of the kind of direction we want the organization to take,

and in the ideas, the creative ideas, that he is able to put into our deliberations. Lewis Miller, to whom you refer, is sitting in the audience and I would be quite happy for him to come up and to answer any questions that are directed to him. He had a distinguished career in the CBC as well before he became an academic. He became an academic after he had a career in the CBC.

I think it's also true that you can point to people like John Labow, who did that magnificent series called, "The Third World." John Labow's background was totally in production and yet he did that series on "The Third World" virtually by himself. John Labow also was responsible for the development of the series on religion that has recently come out—a magnificent series on comparative religion. John Labow was a producer, and yet John Labow can walk around in any circle of educators at the present time and be recognized as an educator as well as a producer.

Maybe we do need to loosen up some of our relationships, and I say that quite honestly. I think that it is tragic if you have to start talking about "the fifth floor" or "upstairs" or "we" and "they". I think there is a much better way for people to communicate and work together; and I think that we are finding this.

But to get back to the first point, Beishon said, taking into consideration that he thinks the Open University has been a tremendous success and that he is a strong supporter of the Open University, the one problem they have not been able to solve is the problem of the tension that seems to exist between the academic and the producer in the Open University.

I think there is going to be tension. I don't think we are going to resolve this problem overnight. I think as long as the tension is creative, as long as it's constructive, as long as it's not destructive, it's a good thing. I think it's up to us, who are in OECA and who believe in OECA and are trying to promote OECA, to try to ensure that, where tension exists, it is constructive and not destructive.

To that extent, Mr. Chairman, I would go along with the remarks of Mr. Lewis.

As far as Integra was concerned, the bill was, I think, \$60,000. I think the figure is accurate.

Integra was a firm which was brought in; hopefully, we thought that we could build upon their expertise to ensure that the lines of communication were kept open. But what-

ever happened it didn't work out, because physically the lines of communication—in other words the particular physical alignment seemed to block communication rather than to improve communication!

We had to do, more or less, the sort of thing that you have suggested, take the matter into our own hands and resolve it. We resolved it, I think, with the co-operation of both management and staff. The staff at that time put forward very valuable input into the deliberations. I think if you have had discussions with members of our staff they would have also told you that, as well as some of the concerns about memoranda.

Memoranda? Maybe we have too many memoranda. At the same time I think it's difficult to operate an organization without something on paper. You can't turn out something in the neighbourhood of 750 to 1,000 programmes in a year—you can't operate a complex organization—without some sort of information on pieces of paper.

Maybe we overdo it, but I rather think that it is exaggerated in the press; and I think it's rather exaggerated at this particular moment of crisis. So that not defending memoranda, but I would hesitate to go to the length that Mr. Lewis would suggest, Mr. Chairman, that we eliminate all memoranda, because I think otherwise we might find ourselves in a chaotic situation in which nobody would know what anybody else was doing and nobody would know what anybody else was thinking.

Certainly, we do have to have face to face communication, and certainly this is an objective to which we have to strive; and I hope that we are succeeding in making progress towards this kind of a goal.

**Mr. Lewis:** Well, you know—it is very late, I am sorry, but the Legislature has this lunacy in a cyclical way, and I don't know how long we will be here, but I just want to pursue some things with you.

**Mr. Ide,** sir, you are an extremely fluent man committed to your cause—

**Mr. T. P. Reid (Rainy River):** Slippery is the word!

**Mr. Lewis:** No, that's an unkind thing to say.

**Mr. Reid:** You are not usually so reticent.

**Mr. Lewis:** No, I am not usually so reticent. I really think that you are glossing over a bit—



**Mr. Reid:** Slippery!

**Mr. Lewis:** No, as I say, I am more gracious and elegant of language.

I am not sure that it will ever be possible—I really feel a personal inhibition here—I would like to go after this authority on some scores with no holds barred, but I have a real, personal inhibition, because I am concerned about the authority; I am really concerned about it.

If you are going to start expanding all around the province of Ontario you have to be able to do it, and you can't have the financial shambles that you had with the Provincial Auditor, and you can't have the administrative shambles of your move to the Transamerica building, and you can't have your blessed hierarchy and expect to pull it off; because you won't, you will collapse.

It is impossible for Ran Ide to conceive of a collapse, because you are surrounded by people who support you. Political leadership is more tenuous. One is more conscious of frailty. Alas, it doesn't extend into the corporate world, so you are a little more inured to the perils of others.

**Hon. Mr. McNie:** I might add, from experience, that they have fifth floors and corner offices in the corporate world, and even in the large trade unions.

**Mrs. Campbell:** Even the Legislature.

**Mr. Lewis:** As a matter of fact, I will not allow you to slander the trade union movement so easily. On behalf of Dennis McDermott I invite you up to the headquarters of the United Auto Workers at Victoria Park and Sheppard to see what an open setting for people means in terms of communication. They have learned it. I am surprised the authority hasn't.

**Mr. Ide,** it is a serious crisis within the authority. Now, you said to me something which was so—you are going to have to forgive me this—so profound it really threw me. You said: "People are people"; and you said: "I think we have to use talent, wherever it exists, and to recognize talent."

I can't be fobbed off so easily, **Mr. Ide.** I know that there are people of one background or another who are able to encompass other skills. What I am saying to you, sir, is that the educational imbalance, in terms of the traditional bureaucratic systems is too strong at OECA and that a lot of your creative people are feeling it, and that OECA

cannot afford the resignations of Roy Shield and the resignations of Joan Soloviov, and the authority cannot look kindly, however the circumstances were, upon the loss of a man like Tom Thomas.

Look, I am going to tell you something: You should be able to encompass a creative personality like Tom Thomas, and make it work. If it can't happen at the authority it can happen nowhere. And I have spoken to enough of your education supervisors and your producers and assistant superintendents, and a number of other people in the last few days to know that throughout OECA there is the same anxiety, resentment, frustration about the way in which the management group at the top, whose experience clearly reflects the background of the educational system, has to funnel everything and in the process a great many people feel they're curtailed.

I'll tell you something about Brian McKeown and the labour series, because you referred to it. I'm not interested in the pros and cons about Brian McKeown and the labour series. He wanted to do six programmes for \$60,000. Then a memo came back saying, "Do eight programmes for \$60,000." That's how it was largely learned or communicated.

Nobody called Brian McKeown, producer, who had invested a lot of time on it. Nobody called in the labour advisory group who have been sitting for two years on it, and said: "Look, all of you who are committed to this labour series, we have this problem of priorities in OECA. We know that in the adult programming division you can only do so much and we're saying to you that because that is so, you've got to produce eight programmes for the same money instead of six, and you haven't got scripts yet. You're still at the tentative or conceptual stage, so we're doing it with you now."

Nobody brought them up into the inner sancta and explained to them in human terms what it was about. Then you allowed the budget to go from \$60,000 to \$96,000 and approved it. Dr. Miller approved it. Then the budget went right out of range, and I'm not competent to argue that—\$134,000 was probably too much. But then came the termination of the programme at that time—you called it a postponement, kind of like the Niagara Escarpment, you know: There are postponements that ultimately mean termination.

But anyway the brief delay of the labour series as of March 31 came as a shock, just a



bolt from the blue. Nobody bothered bringing people in to explain to them what it was all about, why it happened, why the contract was ended.

I mean, I'm talking to you now about human relationships and I really think the human relationships of the authority are lacking and that you can't have educational television where your human relationships are compartmentalized. It doesn't work. It won't work and you'll continue to have people who are angry within and people who resign because they feel they have no accessibility to the people who make the final decisions.

I agree you have some tremendous talents and you've done some superb things. That's why we're committed to educational television. That doesn't detract from the fact that you've got these very considerable problems.

When there is a little public story, when there are pressures, the oversensitivity always is the answer. There was a distribution to the superintendents of programming, associate superintendents of programming, assistant superintendents of programming, executive producers. I'm going to try to keep things coherent if I can. I'm going to try to illustrate points as I go along as well.

It was sent by Dr. Miller again:

Release of information concerning budgets. In the June 23 column by Sid Adelman in the Toronto Star, I have noted with considerable consternation a report indicating that we are embarked on a 40,000-hour-long pilot episode of a series identified as the "Canadian Studies Project." You will recall that in one of our meetings I announced as policy that budget information is not to be released to the press without my authorization. Would you please, at the earliest opportunity, communicate this policy to all of your staff members so that there is no further violation of this policy. In the meantime, I would request that I receive a report from the appropriate people on how this information came to be released in violation of policy.

No, Mr. Ide; it just won't work, sir. It just spawns of the organization a sense of oppressive dominance.

You have a leak. We have leaks in the Legislature all the time. We have yet to set up a committee to look into it and we have more authority than anyone else around here. They're laughed off. In any normal human organization those things happen. You don't send around memos saying I want to know who the culprit was. It can't work that way.

If that is the atmosphere in OECA then OECA has problems which will damn well be insoluble.

Then you had the Todgham incident—some people call it the snow pack affair. You remember when Doug Todgham wrote Ran Ide a letter on August 28, 1972, and enumerated three or four pages of things that were wrong in the relationship between the media centre of the University of Toronto and OECA. Your people went berserk with meetings and memoranda. I don't know who this Doug Todgham is who strikes the fear of God into the authority. I understand he is your successor. I am prepared to wage my very capricious political career that he is your successor. You don't retire before 1975 do you?

Mr. Ide: I hope not.

Mr. Lewis: No. Well I will wage my political career. Rumour has it strongly that Todgham, your former executive assistant, is going to be your successor. I just want you to know that, because I know it will make everybody feel better if they know in advance.

I may say that it hasn't been greeted in OECA with what could be called dancing in the streets.

Anyway Doug Todgham wrote you this letter of criticism. On August 29th, 1972, less than a year ago—no he wrote you on August 28—and Lew Miller replied to Doug Todgham. Then on August 30 Ran Ide replied to Doug Todgham. Then on Sept. 1 Lew Miller sent a memo to Ran Ide about the criticisms. Then on Sept. 6 there was a meeting convened about Doug Todgham and his letter. Then on Sept. 7 there was an ancillary letter which went from Lew Miller to Doug Todgham to clear up some points. Then on Sept. 19 there were minutes of the meeting of Sept. 8 to discuss the letter from Doug Todgham.

Incredibly enough, the minutes of the meeting were sent out to all the participants of the meeting asking them to review the draft of the minutes, making amendments to the minutes. Then on Sept. 28 the final copies of the minutes, having been reviewed and altered and amended according to personal taste, went back around the organization again. There followed a succession of other memos and conferences between personnel.

It is just not worth it; life is too short! There were some questions raised and there were some things said. You know their programmes better, but a man who is head of an

authority, or indeed Dr. Miller himself, could deal with it in half an hour or an hour.

It is not the kind of thing that one occupies the managerial bureaucracy of the organization about endlessly in dealing with.

I recognize that some things are more important than others, but I say to you that the inner workings of OECA have lost some of the sanity with which you are individually and collectively gifted. I think, very, very strongly, Mr. Chairman that it goes too far. I am in a very charitable mood and it is too late; so I don't want to read all the memos into the record; although they are sparkling, some of them.

I think you have too many committees and too many consultants. I don't mean managerial consultants. I mean too many committees on every conceivable aspect. The producers are right; you cannot produce programmes by committee. While it is reasonable to have some advice tendered or proffered and some information coming, you are fueling much of the dissension by relying too heavily on committees.

As a matter of fact you have committees on everything. You even now have an obituary committee. You didn't know that? No!

Let me tell you what Tom Thomas said in a memo to Dr. Vera M. Nowakowski about your obituary committee because it is really quite lovely. He says:

I have been reading minutes of your meetings with Dr. Miller for nearly two years and I have been confused, even upset at times, but I have never been thoroughly startled until I read about the obituary committee.

Is our penchant for necrophilia now to be further entrenched? Have the shintoists taken over the programming branch? Are the dead to take priority over the quick? Will the obituaries become adjurical or Jeremiah-like? Will the dead be covered, exhumed, praised or assessed?

How come the suggestion wasn't laughed right off the agenda?

I don't know why it wasn't laughed right off the agenda. It was another committee; the fascination of another committee was obviously so enthralling to OECA that you set up yet another apparatus.

I tell you, sir, that within your organization hoots ring down the halls at the degree of superstructure that you pile, one upon the other, in the process of gradually strangling OECA internally.

There are too many perplexing things about some of your administrative procedures. I have been extremely forthright with you. You haven't been entirely forthright with me, although pretty forthright.

That Integra move—I don't really care about Integra—was a fascinating symptom of what is wrong with OECA. I ask you how it is that the planning of such a major organization could go awry in that fashion? You say you paid Integra \$60,000. That is a lot of money, and it's public money. Let me ask you how much you paid to undo the damage that Integra had done? Do you remember that?

**Mr. Ide:** I don't think that we paid a substantial amount of money to have the damage undone. We paid a substantial amount of money in terms of time, and in terms of sweat, and in terms of work that we had to do. But in terms of actual money I think the amount would be relatively small.

**Mr. Lewis:** Well, you had to redesign the fourth floor.

**Mr. Ide:** The fourth floor was originally designed by Integra to be an open concept fourth floor. There is nothing wrong in terms of open concept, but there is something wrong, I think, when you try to put too many people into too little space in an open concept type of environment.

So that in redesigning the fourth floor, all that we did, in effect, was to pay the money that we would have paid anyway had we put in offices at the beginning. So I would say that it did not cost an excessive amount of additional money in order to go from an open concept to a closed concept.

**Mr. Lewis:** I would like to have the figures, and I would like to point out to you that what really worries me about the whole incident—and I want to deal with it for a moment because it is so blessed symptomatic of this peculiar authority—is that you hire a firm, and the firm wanders around through your staff conducting sensitivity sessions. That is what Mrs. Campbell was talking to you about. This Integra consultant group wandered through your staff and sat them down and talked to them about the design, about their lives, about their views, about their attitudes.

I don't know whether they were billing under OHIP, but they felt that they had the right to conduct these sessions with your staff; and then you sent out a series of memoes. You said to your staff, Nov., 1971:



What's it all about [under the OECA planning team]? You can't fling parts of a complicated instrument together and expect it to work. It has to be assembled carefully in the right sequence with attention to detail.

Similarly it would be senseless to collect the authority's scattered branches and haphazardly graft them on to the new quarters. It wouldn't work. At least not well. It would also perpetuate some of the deficiencies which have crept into the existing office environment. The fragmented elements of the authority must obviously be fitted together according to a plan, a design, a pattern. It has to be suited to the authority's current needs and flexible enough to accommodate expansion and change in the years to come.

That kind of detailed planning is in progress. Some seven months of intensive planning in fact will have been invested by the time the authority is brought together in the new building April 1, 1972.

Seven months of intensive planning. And throughout the intensive planning period you passed again through your staff this incredible proliferation of memoranda telling them of the delights and joys which the future would hold by comparison with what had happened at Bayview, and how important this move would be. You gave them pictures of the filing cabinets and the desk chairs and the desks themselves. You gave them everything they could want.

You sent out a memo on March 23, 1972 talking about the move-in schedule. That was like a paratroop operation!

You would stagger the personnel; one group would move in on Tuesday, March 28; and another on Wednesday, March 29; and another on Thursday, March 30. You even had a moving day report. You said:

Moving day report is an internal television programme, with the most up to date information available on our move to the new building. [I wish we had it around here.] Chairman and chief executive officer, Ran Ide, will be talking about the move-in schedule, as well as going over other aspects of the move. Moving day reports will be broadcast this week over the house system on channel 11 tomorrow, Thursday, March 23 at 2 p.m. and repeated Friday morning at 10. [You know, you didn't require Canadian content on your in-house channel. The repeat was unnecessary.] Moving day report is a special telecast, produced as a staff service by the informa-

tion and publications section, in co-operation with the operations branch.

**Mrs. Campbell:** Did they get an award for that programme?

**Mr. Lewis:** I really think you should show that on channel 19. I don't think the rest of the world should be deprived of the little eccentricities of OECA. But I'll tell you, Mr. Ide, it's breathtaking. It's absolutely breathtaking. So, there it was.

It wasn't just a simple move like most people do. They get a cartage truck, they move a few things. This was a massive operation. Staged entry. Memoes to everybody. Descriptive material. A special television programme for the move.

And then there are reports from Dr. Miller. And then there's a memorandum to the staff on April 6—six days after the completion of the move—from Ran Ide, entitled "Adjustments to Facilities." And that was the first hint of what was to come—after seven months of extensive, detailed planning.

At the same time as you were releasing your memo on the adjustments to facilities, the education supervisors called an emergency meeting for Monday, April 10, to deal with the move. And they then sent out a memo to Dr. Lew Miller and to Ed Moser and to Monty Fotheringham, from the programming emergency group; and they were so distressed at what had occurred that they entitled it, "Without Prejudice".

Mrs. Campbell, when I write a letter with the title "Without prejudice," I'm kind of concerned about the response of the person who receives it. Is that it?

**Mrs. Campbell:** Oh, no, it isn't just that! It's the way in which the letter can be used.

**Mr. Lewis:** Oh!

**Mrs. Campbell:** It cannot be used publicly. It can be used for you to me, or me to you.

**Mr. Lewis:** Oh!

**Mrs. Campbell:** And it cannot be used in any court of law, as a rule, without very specific sorts of protection.

**Mr. Lewis:** I see. I don't know why they would want to put, "Without prejudice." I mean, after all, these are your staff members. They allegedly have a close relationship with the management. I don't know why they'd highlight a letter "Without prejudice." Do I have legislative immunity in committees? I'm



sure that the rules governing the House government committee.

Interjections by hon. members.

**Mr. Lewis:** Then I'm going to tell you what's in the memo:

At the request of management, we the members of the programming emergency group submit the following as practical recommendations for the alleviation of the stressful and untenable conditions under which we are presently working.

And item number one is overcrowding and relocation. And they talk about the density of personnel on the fourth floor and they enumerate the office space and they discuss many of the matters which were raised. And then they started sending out bulletins and meetings were held.

And you're right; the staff did an extraordinary job in trying to alter their own working relationships and areas.

**Mr. Ide:** Mr. Chairman, I hope that it's noted that that particular memorandum from the staff said: "At the request of management,"

**Mr. Lewis:** Yes. I would have thought management, sensing a revolt on its hands, would ask for some suggestions. I mean, after all, you'd only paid \$60,000 to Integra Planning Ltd. for seven months of work in sensitivity sessions to find it collapsing around your ears. So then you asked the staff—imagine! Imagine going to the staff and asking them about their own working conditions!

That was an uncharacteristic brainwave, and I want to compliment you on it; that the inner management group of OECA went to the staff and said: "How do you think your working conditions should be organized?"

And they came up with an excellent plan. They came up with a first-rate plan, except they had to fight like hell to get it. They had to pursue you and harass you—not you, Ran Ide, but those who protect you—and it was more than two months later before they began to get a response.

I have it all here. The pleasure of OECA is that everything is on paper.

You couldn't hold an investigation into OECA; you'd never get through the files. You could cut out 75 per cent of your paper and still be knee-deep! For an organization that is committed to audio-visual equipment, you have an extraordinary preoccupation with print.

**Mr. Ide:** Except for the television programming, Mr. Chairman.

**Mr. Lewis:** Well, as a matter of fact I want to talk to you a little bit about the print.

Anyway, this extraordinary little episode went on to the end of May. On May 31, 1972, a memo was sent up to the hierarchy again, with the report coming from these people on the progress of measures to solve the crisis on the fourth floor. It is really very interesting how everybody talks about floors at OECA.

**Mrs. Campbell:** They never talk about the place where the studio is.

**Mr. Lewis:** What is on the third floor?

**Mr. Ide:** The Generator.

**Mr. Lewis:** And what is on the sixth floor?

**Mr. Ide:** I have no idea what is on the sixth floor. We're not on the sixth floor.

**Mr. Lewis:** Where is the discotheque?

**Mr. Ide:** That's The Generator.

**Mr. Lewis:** Okay.

**Mr. Ide:** That's on the third floor.

**Mr. Lewis:** All right, the third floor. You can see I don't frequent it.

We should record here our firm conviction that after tolerating conditions on the fourth floor for two months, programming personnel are finding it increasingly difficult to carry out normal programming operations.

All of us on the liaison committee are listening daily to complaints about the difficulties in arranging meetings and consultations. When one of our members calls a meeting in one of the stalls or in one of the conference rooms, other members in the immediate vicinity simply have to move away. [That's a generic stall.] Some of our members have had to wait up to an hour in order to secure a free telephone line.

As our members become busier, the intolerableness of the fourth floor will become exacerbated. Our assessment of the situation is that the longer our members attempt to do their work on the fourth floor, the less inclined they are to tolerate the lack of space—

Finally on June 7, 1972, some nine to 10 weeks later, their patience finally was exhausted and they said:

We feel, however, that platitudes and expressions of concern are no longer very useful to us, and that a further step is necessary. We are therefore sending the attached letter to Mr. Ran Ide.

Now, isn't that interesting? Finally they understood where power lay, and they decided to go right to the top, having dealt unsuccessfully with all of your officers on their way to the top.

It wasn't long—I have to hand it to you—it wasn't long after they told you that it was now over two months since they had expressed their dissatisfaction, and they worked out an alternative. They begged you for changes. On July 12, 1972, 3½ months after they moved in, you started serious work on the Transamerica building in order to alter the conditions on which you had spent \$60,000 and seven months of intensive activity to create.

I don't know what it is about OECA that lends itself to that kind of administrative fracas. I just don't know. I presume these accidents happen. But, according to the Provincial Auditor, these accidents were endemic in the fiscal year 1971-1972. Much of this takes place into the newer year of 1972-1973, making one wonder that perhaps Mrs. Campbell is right to press for details of this last year and that there should be a special committee to look into it. I don't want to do that to you, because it is kind of offensive. It is like sitting on top of OECA. But there are so many things about the authority that cry out for examination that maybe that's the only answer.

I don't know how much you spent on re-designing. The memorandum to members of the programming branch, re office space, signed by Dr. Miller, says:

"At this stage, you are perhaps painfully aware, work is well under way on the fourth floor."

It sounds as though there were some pretty major alterations. That's an awful lot of public money. It really is. It's a pittance to the authority, but \$60,000 to \$80,000 or \$85,000—which is ultimately what it would cost, surely, in terms of time and materials and personnel; perhaps higher than that—that's a tremendous amount of money to spend on an error. It was an error in judgement, an error in administrative procedures, an error. It can't be tolerated. Something has to be brought under control within the administration of the OECA.

There were other things about OECA that I wanted to ask you. I wanted to ask you,

while we're discussing budget, about what happened, by way of control, that allowed the utilization and information branch of OECA to go so dreadfully over budget in the fiscal year which you've reported on to the Legislature? Can you tell me how that happens, that one branch should go so completely over budget at the expense of so many other branches in the authority?

**Mr. Ide:** We are now getting back fairly well into history. I think I can make some comments, Mr. Chairman, on that.

The publications branch, of course, is there to serve the needs of the authority and primarily, I suppose at that time, it was responsible to the demands from the programming branch. As the programming branch produced more and more programmes and required more and more support materials, these particular materials had to be produced and they cost money.

I think the difficulty at the time was a question of whether we should have budgeted for this sort of thing out of the programming branch. Then, if a programmer is responsible for a series of programmes and, as a result of that series of programmes, he says he requires a certain amount of teacher guides to go with it, if the publications branch is required to respond to that particular demand, the publications branch, as a matter of fact, is at the so-called mercy of the programming branch.

Under our present organization, of course, the publications and the programming branches are combined into educational media so it has one budget and, therefore, this sort of misalignment is not possible. At that particular time, publications was a separate branch from programming and that was the reason for that particular incident.

I think I would like to comment just very briefly on the question of the \$60,000, because there's an implication that the \$60,000 was completely wasted and that the \$60,000 related solely to the fourth floor. There was a serious problem, of course, as you have mentioned, on the fourth floor. The \$60,000 also covered the recommendations for the design of the basement and the second floor and the fifth floor.

In those particular areas, the situation was that I think we were quite satisfied with what they had done, so that it's pretty hard to say that the whole \$60,000 was an error. There was an error made in terms of the recommendations for the fourth floor but not for the basement, the second floor and the fifth floor.



**Mr. Lewis:** The basement is the studio?

**Mr. Ide:** No, the basement is a studio, the media resource centre and utilization rooms. There are quite a few functions being carried on in the basement.

**Mr. Lewis:** Was the studio—just out of curiosity; I don't know this—was the studio altered after?

**Mr. Ide:** No.

**Mr. Lewis:** You took account of the sub-way problem in the actual building of the studio from scratch?

**Mr. Ide:** That's right. It was never altered, no.

**Mr. Lewis:** I was surprised to hear you had located over a subway. But I suppose it's convenient.

**Mr. Ide:** I would think that if you would like to visit the OECA—and I wish you would. As a matter of fact, Mr. Chairman, I wish the committee would visit the OECA, because Mr. Lewis has painted a pretty damaging picture of the morale and the spirit and so forth of the employees in the OECA.

While, in my initial remarks, I did admit there were some problems—and I think it would be foolish for any organization to say there are no problems; obviously, we do have problems—at the same time, we have 325 or 330 people who are pretty dedicated and pretty concerned about their work and are committed to the OECA. I'm sure some of the people who have resigned were also committed to the concept of the OECA so I'm not, in any way, attempting to take anything away from their motives and the reasons for their resignations or their complaints.

I think that the only way you can get the feel of an organization is to walk through the organization. I would suggest, Mr. Chairman, that if the social development committee would like to visit the OECA, I would welcome their visit. I would welcome having them not only meet with me and meet with the staff and the senior staff but also meet with the people of the middle management level and meet with the producers, and meet with the education supervisors, and meet with the technicians and the engineers and the operators, and meet with the girl who is supplying the isolated schools—17 isolated schools are beyond the reach of any television signal—and just get a feeling about it.

I would suggest, Mr. Chairman, the feeling the committee members will get after they

have visited the OECA and have walked through the OECA and have talked to the people in the OECA, will not be the feeling that Mr. Lewis presently has. I think that you will change your mind, sir, and I hope you will change your mind, but I think that you really have to come to see it—

**Mr. Lewis:** Well, I would be happy.

**Mr. Ide:** —to feel it, to sense it.

**Mr. Lewis:** Okay, we could call it a drop-in.

**Mr. Ide:** I really can't compete.

**Mr. Lewis:** I'd be pleased and I could do it once every six months. I gather that's the practice at OECA.

**An hon. member:** You are expected to drop out.

**Mr. Lewis:** I have already dropped out, so this would be uncharacteristic for me.

Yes, I don't deny, I am sorry if you feel it to be damaging, but I am drawing to your attention what I consider to be a series of peccadilloes, a series of indiscretions, areas of administrative mismanagement, areas of human discontent, areas of imbalance around priorities, which add up to an organization that is in trouble.

Not that its morale is under the rug, but it is an organization that is in an essential state of crisis, and an organization which therefore needs on the part of the senior management some kind of sensitivity and responsiveness at least at a level which has not been latterly in evidence—not at least in anything that any of us can pick up.

It is very tough, you know. I'm a politician from outside. Ran Ide and his cohorts sit and ask themselves, "Why the devil should we listen to, or have to take or deal with this kind of stuff from Lewis. It is no better than what Jack Miller or Dorothy Wigmore or Roy Shield or any of the others have written about us lately."

The difference is, I suppose, that a lot of people and some very good members of the Legislature have really lost patience with OECA. When I hear a fellow like Dennis Timbrell, for whom I have the utmost respect, the Progressive Conservative for Don Mills, and a man like Matthew Dymond, with whom I personally crossed swords in this House many times, many years ago, and know him for an extremely able politician—when I hear people like that excoriating OECA after a public accounts committee, then I



say OECA is in trouble, and it's not simply the financial trouble.

You may look upon it as a simple readjustment to the auditor's recommendations and that in 1972-1973 you can handle it again. It is not simply that. It goes further than that because the financial problems are invariably an extension of other problems. Financial problems don't happen out of the blue unless by some incredible accident you hire a man who claims to have a doctorate and really has only grade 10 education, and I know that would never happen to your organization.

**Some hon. members:** Never!

**Mr. Lewis:** You would never put anyone like that in sole charge of major financial areas. But with that exception, the financial problems are invariably an extension of other problems which are usually human and usually administrative, and that, I think, is the crux of the difficulty.

**Mr. Ide:** I have just a couple of wind-up comments, but I have a few specific questions which are simply a matter of curiosity and I very much want to ask you and I am sure your staff can answer them all.

I read about "Moon Vigil" and all of this stockpiling. Tell me about "Castle Zaremba." Did you also produce material for that and what has happened to it? Did not "Castle Zaremba" show for quite a while before the material was produced to accompany it?

**Mr. Ide:** He doesn't have the information but I think that the material that accompanied it must have been ready virtually on time. I was there at the initial press conference and the material that accompanied the programmes was also available at the press conference, so that I would think that they were produced and came out at the same time. "Castle Zaremba," of course, was an extremely successful series.

**Mr. Lewis:** Oh yes; yes!

**Mr. Ide:** And we recently had an additional order for 500 more of the books that accompanied the "Castle Zaremba" series. So that it is still making its mark. As a matter of fact, this particular order came from the United States.

So that it was a successful attempt to do something for new Canadians in our society, and I think it's something that we will hopefully continue to do in the future.

**Mr. Lewis:** You don't remember how much you had ordered or paid for it, or anything of the kind?

**Mr. Ide:** No, that's really some time ago.

**Mr. Lewis:** Yes. I was just curious. Tell me about the China series.

**Mr. Ide:** The China series; we didn't do the China series, we cancelled—

**Mr. Lewis:** The China series you didn't do; tell me about that!

**Mr. Ide:** Well this was the first year of the financial constraints on educational spending, and it was a very difficult year for the OECA because as you know, as you probably recall from the time, the OECA and the ETV branch had been growing very, very rapidly. We started in 1966 with something like three people and now we are at 325.

**Mrs. Campbell:** Three hundred and thirty-one.

**Mr. Ide:** Yes, 331; excuse me, Mr. Chairman.

The growth was slowed down tremendously in that first year of the fiscal constraints, and we just didn't feel that we had the money to continue with the China series in that particular climate or in that particular time, and so we cancelled it.

**Mr. Lewis:** You cancelled it. How long—was it Mr. Labow who worked on it?

**Mr. Ide:** That is right.

**Mr. Lewis:** The same man who made the series a successful series.

**Mr. Ide:** He did the "Third World" just following that; and then he also did "World Religions," yes.

**Mr. Lewis:** How long did Mr. Labow work on it?

**Mr. Ide:** Well, I don't think—the China series was never developed to the script stage, but I think he had been concerned with it, for two or three months I would think. I don't know, I am just answering you off the top of my head.

**Mr. Lewis:** Okay. Are you sending crews to Africa?

**Mr. Ide:** We may be sending crews to Africa for an African study series.

**Mr. Lewis:** You don't feel quite the financial constraints that you felt at the time of the China series?

**Mr. Ide:** No, I think we can finance the African studies series right now, in this coming year.

**Mr. Lewis:** The China series being cancelled didn't have anything to do with questions of recognition of China or anything of that nature?

**Mr. Ide:** Absolutely no questions of recognition, that is right.

**Mr. Lewis:** Good. I am more than delighted to see that, having come from the gymnast display last night.

You are sending one crew—two crews—to Africa?

**Mr. Ide:** I don't know, it is under Mr. Labow?

**Mr. Lewis:** It is under Mr. Labow?

**Mr. Ide:** That is right.

**Mr. Lewis:** And you have commissioned a major production on Africa?

**Mr. Ide:** Well, I don't know. Perhaps we can get some specific information on it, but I know that we have approved the African series. It is under Mr. Labow and it will be done in this coming year.

**Mr. Lewis:** In this coming year?

**Mr. Ide:** That is right.

**Mr. Lewis:** You already have somebody in Africa?

**Mr. Ide:** No.

**Mr. Lewis:** Do you not have a chap in Nigeria?

**Mr. Ide:** He is back now. He was over there under CIDA.

**Mr. Lewis:** Under CIDA; oh, really!

**Mr. Ide:** That is right.

**Mr. Lewis:** Is he now back with OECA?

**Mr. Ide:** Yes, he is the person who is in charge of the satellite project.

**Mr. Lewis:** Oh, he is in charge of the satellite project now.

Well, I am an old Africanist, and I am very pleased you are doing programmes on Africa and pleased that you are feeling sufficiently free with budgets that you can afford to undertake a major programme in Africa.

You are also affording to undertake a fairly major project on the earth sciences.

**Mr. Ide:** That's right.

**Mr. Lewis:** With Dr. Tusio Wilson.

**Mr. Ide:** Yes.

**Mr. Lewis:** Are you budgeting about a quarter of a million for that?

**Mr. Ide:** Two hundred and twenty-five thousand dollars.

**Mr. Lewis:** Yes, \$225,000. How much did you pay for "Arts 100." from Waterloo?

**Mr. Ide:** I think it was about \$250,000.

**Mr. Lewis:** About \$250,000? How much did you pay Donald Gordon to do the work on "Arts 100"?

**Mr. Ide:** I don't know.

**Mr. Lewis:** Could you find that out?

**Mr. Ide:** Yes, I could.

**Mr. Lewis:** I would very much like to know. How many people subscribe to the "Arts 100" series? I mean, it is, in fact, an educational programme—

**Mr. Ide:** That's right.

**Mr. Lewis:** —which I presume you get a course credit for if you watch it?

**Mr. Ide:** Yes. We had, I think, approximately 500 people enrol and pay fees for it in the first year. I am not sure how many enrolled in the second year, but it was offered again in the second year, the same series, by the University of Waterloo.

**Mr. Lewis:** These were people attached to Waterloo as students?

**Mr. Ide:** No, a number of them were outside of the university.

**Mr. Lewis:** A number of them? How many of them were outside?

**Mr. Ide:** I would think about 100.

**Mr. Lewis:** About 100 people outside—

**Mr. Ide:** That's right.

**Mr. Lewis:** —subscribed to a programme that cost you a quarter of a million dollars, called "Arts 100"?

**Mr. Ide:** But I think that it would be—I mean, I would be happy to make available to you the cost-effectiveness study on "Arts 100"—

**Mr. Lewis:** Yes, I would like to see that.

**Mr. Ide:** —because I think it proved that that particular type of project would break even with about 500 students enrolled a year, over a period of about three years.

So we are talking about if we get 1,500 students, and if you start thinking in terms of the basic income units—now I am really not too familiar with the basic income units, but I am told, and I think that the study which was done by the University of Waterloo showed that it was cost effective, it reached a breakeven point, in other words, and I think the study will indicate that.

Now the other thing that Mr. Bowers has pointed out to me is that our audience of people who did not enrol for the “Communication Arts 100” was about 10,000 who watched on a regular basis, so I think that there is something to be said—

**Mr. Lewis:** This is on Channel 19.

**Mr. Ide:** This is on Channel 19. In other words, there is something to be said for people, and I really hesitate, Mr. Chairman, to use the words, drop in, but drop in on a course such as this and who watch it, but not necessarily for the purpose of taking a credit or not necessarily—

**Mr. Lewis:** Of course.

**Mr. Ide:** So I think that the fact that—in addition to the course breaking even from a financial point of view—10,000 other citizens watched it on a regular basis made it particularly worthwhile, as far as I am concerned.

**Mr. Lewis:** Yes, I must say I don't know how you measure those things. I am not in a position to know how one measures educational television which is designed for the classroom and then put on a, hopeful, mass network, and get some response.

**Mr. Ide:** That's right.

**Mr. E. J. Bounsall (Windsor West):** Did you say how many were enrolled in the second year?

**Mr. Ide:** No, I didn't know how many were enrolled, but I think it was substantially less than 500, and I would hazard a guess at 300. I would not want to stand on that particular figure, but I think that it is roughly pretty close.

**Mr. Bounsall:** So after two years of showing you are about half way there in terms of breaking—

**Mr. Ide:** That's right.

**Mr. Bounsall:** —even on the cost?

**Mr. Ide:** That's right. We have five-year rights to this.

**Mr. Lewis:** You have five-year rights. Is “Arts 100” the whole range of arts subjects in the first year?

**Mr. Ide:** No, it is a course on communications.

**Mr. Lewis:** And it is a given credit course? One course?

**Mr. Ide:** That's right.

**Mr. Lewis:** Okay, well, I must say it is fascinating. I wish one knew how to evaluate—well, I am sure you have tried to think your way through the evaluation of it and obviously found it justified. How many hours of programming have you produced per year over the last three or four years?

**Mr. Ide:** We now have about 7,000 programmes in our library, about 5,000 of which we have produced ourselves, and that goes back to 1966-1967, so we have produced about 5,000 programmes since 1966-1967.

**Mr. Lewis:** According to the figure that I have in front of me, it says that in 1972-1973 you produced a total of 297 hours of programmes.

**Mr. Ide:** That's right. I'm talking about programming—I didn't say 5,000 hours of programming.

**Mr. Lewis:** No, no, no! I know you were talking programming. I was asking in hours. A total of 297 hours of programming. Have you compared your cost per hour relative to, let us say, the cost per hour in the CBC?

**Mr. Ide:** Oh, yes. We're substantially lower than the CBC and we're substantially lower than the Open University in Britain, on a similar comparison.

**Mr. Lewis:** Are you at such a limited number of hours simply through financial constraint?

**Mr. Ide:** Absolutely.

**Mr. Lewis:** It is simply a matter of financial constraint in your mind?

**Mr. Ide:** That's right.

**Mr. Lewis:** And that, of course, is the reason for the extraordinary number, or necessary number of reruns for Canadian content?



**Mr. Ide:** It's partially the reason. I think it's probably the major reason. The secondary reason is, obviously, that it is necessary when you are doing educational programmes to repeats anyways. This is one of the problems that we face in terms of talking to the press because they really think of us in terms of commercial broadcasting. Obviously, if you rerun, and rerun, and rerun the "Beverly Hillbillies" there comes a time, a point of substantial diminishing returns.

**Mr. Lewis:** It comes very early for me.

**Mr. Ide:** But when we're dealing with a programme such as "Suivez la Piste," for example, which is a series designed to teach French to English-speaking Canadians, there's a new group of students every time that series is finished; and therefore there is a valid reason for repeating the series. There is also a valid reason for repeating the series, not only in terms of cycles, but also in terms of times of day. We have to be concerned with the individual who can watch it during the daytime who may be working in the evening, and the person who will have to watch it in the evening who will be working in the daytime.

**Mr. Lewis:** Yes.

**Mr. Ide:** So there are really two reasons. We would obviously produce far more programmes if we had more money. But our average costs of programming compares very favourably with the CBC, is much lower than the CBC and it's also—I was surprised to learn—substantially lower than the Open University in Britain. The normal costs in Britain tend to be a little less than ours at any rate; and yet their costs for their programmes are higher.

**Mr. Lewis:** It may be simply that they spend more money on their individual programmes.

**Mr. Ide:** I don't think their programmes are as good, though.

**Mr. Lewis:** They may not have this \$4,400 for a 20-minute segment—

**Mr. Ide:** That's right, yes.

**Mr. Lewis:** —so I was trying to think in terms of a unit cost comparison; and obviously that's difficult to do.

When did you start showing "Sesame Street"?

**Mr. Ide:** We started showing "Sesame Street" in the second year of "Sesame Street." In other words, we're showing it one year behind the United States.

**Mr. Lewis:** Yes, I know. I never miss it.

**Mr. Ide:** Do you watch "Polka Dot Door"?

**Mr. Lewis:** As a matter of fact, I prefer "Mr. Dress Up."

**Mr. Ide:** You do? That is the final blow, Mr. Chairman.

**Mr. Lewis:** I want to tell you—

**An hon. member:** You're going to get sacked tomorrow.

**Mr. Lewis:** I just lost Joan Soloviv as a friend for life.

**An hon. member:** If we don't get out of here soon you're going to miss her tomorrow morning, too.

**Mr. Lewis:** The House must still be sitting. Why be discussing energy when we could be discussing children's programmes?

I have a special preoccupation with children's programmes. I really enjoy them. And just en passant, I'll tell you that Ernie Coombs twigs in to a child's fantasy life more effectively than anyone on that blessed media, including Sesame Street—with the possible exception of Mr. Rogers. And it would be very nice if, somehow, the old "Dress Up" programmes could get on to ETV as well; but then I'm not his agent. I just happen to think it's a most extraordinary children's programme.

**Hon. Mr. McNie:** Is it a scientific survey of one family?

**Mr. Lewis:** It is a scientific survey of entirely representative kids; just as the Premier's 15-year-old was a scientific survey of new math. I feel I can make the same allusions with the same confidence.

**Hon. Mr. McNie:** Never have I used my family as being representatives.

**Mr. Lewis:** "Sesame Street," having started in the second year, that would be what—a year or two ago?

**Mr. Ide:** I think we started it three years ago; didn't we?

**Mr. Lewis:** Three years ago? So that this jump in figures that you quoted—from \$142,000 to \$258,000 to \$370,000—would, in

some measure, be accounted for by the extraordinary release of "Sesame Street?"

**Mr. Ide:** I have a feeling, I will stand ready to be corrected on this, that the first year that Channel 19 was operating we were running "Sesame Street." I am confirmed on that; so it is not accounted for by "Sesame Street." We ran "Sesame Street" in all of the three years for which I quoted figures.

**Mr. Lewis:** You ran "Sesame Street" in January, 1971?

**Mr. Bowers:** Mr. Miller is nodding "yes." We are in our third year now so we did start in—I'm sorry I haven't got the date—but it was in our first year of operation.

**Mr. Lewis:** In your first year of operation? How much does "Sesame Street" account for of your viewing audience?

**Mr. Ide:** I think that the total audience—and now I am talking about gross audience for "Sesame Street"—is something over 400,000. I think that the total audience for "Polka Dot Door" is something over 100,000.

**Mr. Lewis:** Let me understand what you are saying. How many of these people you are mentioning see—

**Mr. Ide:** The number of different people I don't know. I am saying that "Sesame Street" to "Polka Dot Door" is in the ratio of, I think, about  $3\frac{1}{2}$  to one.

**Mr. Lewis:** About  $3\frac{1}{2}$  to one?

**Mr. Ide:** That's right.

**Mr. Lewis:** How many of your 370,000 people in January, 1973, would have been caught watching "Sesame Street." I mean these one-time viewers?

**Mr. Ide:** I don't know but I could find out for you. I don't think it would account for the big jump in terms of the audience of channel 19.

**Mr. Lewis:** Why did you know so quickly and so clearly that 10,000 people were watching "Arts 100"?

**Mr. Ide:** Because Mr. Bowers handed me a piece of paper with 10,000 on it.

**Mr. Lewis:** Why isn't Mr. Bowers so quick off the mark to tell you how many people watch "Sesame Street"? Or is Mr. Bowers an academic who doesn't watch it?

**Mr. Ide:** Because I think that the 10,000 figure is included in the costs reflective in the study on "Communication Arts 100" so the information was readily available.

**Mr. Lewis:** Boy, the convenience is stunning! It is all right, Mr. Bowers, I am sure you know how many people watch "Sesame Street"?

**Mr. Bowers:** I still don't know; I may be able to answer your question. I can tell you that of the 370,000 circulation, 169,000 were teens and children—teens being under 18, I believe. Presumably, "Sesame Street" watchers are in the teens or are children. This may be too much of a generalization.

**Mr. Lewis:** Well, there are some adults. You have 200,000 people, above-teens and adults, watching—

**Mr. Ide:** Channel 19.

**Mr. Lewis:** —channel 19, at some point.

**Mr. Bowers:** Once or more per week.

**Mr. Lewis:** Once or more per week. Jack Miller found those statistics pretty depressing—not depressing but distressing. He pointed out that it works out to something less than one in 10 potential viewers in the viewing area. I know that your figures are increasing but I am sure it does cause you some concern.

**Mr. Ide:** We would like them to be increasing a little faster than that, but on the other hand I think a 44 per cent increase in a year is pretty substantial. Another figure that I don't know whether or not I gave you is the gross audience in a week which is something like 1.4 million or 1.3 million.

**Mr. Lewis:** Actually you have said 1.7 million to 2.3 million.

**Mr. Ide:** Right, 1.7 million to 2.3 million.

**Mr. Lewis:** You see, I am prepared to bear on your side.

**Mr. Bowers:** That was the network.

**Mr. Ide:** That was the network figure. That included the other stations which carry our programmes for about two hours a day in the morning; the 1.7 million to the 2.3 million.

**Mr. Lewis:** I see.

**Mr. Ide:** I think it is about 1.4 million on channel 19 alone; not that 2.3 million.

**Mr. Lewis:** Okay.

**Mr. Ide:** Anyway, Mr. Chairman, I say it is not nobody—I mean, that 370,000 different people or a gross weekly audience of 1,400,000 is not nobody.

**Mr. Lewis:** No, 370,000 people are not nobody.

**Mr. Bowers:** The total UHF circulation in the Toronto area is 1,460,000, something like that, close to 1,500,000. We are really reaching 25 per cent of the potential UHF audience; not one person in 10 but rather one person in four on our circulation.

**Mr. Lewis:** What about the cable system?

**Mr. Bowers:** That's including cable and UHF off air. The total unduplicated circulation for all UHF stations in the Toronto area and that also includes the Niagara Peninsula where we perhaps don't penetrate, is less than 1,500,000. It is 1,460,000 or 1,470,000.

**Mr. Lewis:** So you are meeting one in four viewers at some point in the week.

**Mr. Bowers:** That's right.

**Mr. Lewis:** That interests me. I wouldn't have thought that was the measure of OECA, although it is interesting to know the numbers who watch you and the numbers in the school system who deal with you as well. I don't know enough about the school system to begin to enter into it. That's for other critics to say.

I have other questions, Mr. Ide. I'll leave it at the moment because there are other people here who want enter. I know Floyd Laughren wants to talk about the extension of OECA through the province, in places like Northern Ontario.

**Mr. E. W. Martel (Sudbury East):** In Northern Ontario.

**Mr. Lewis:** Mr. Walker was good enough to send me a letter not so long ago about ETV's intentions.

**Mr. Martel:** He is ready to run Sidney Handleman out of town.

**Mr. Lewis:** Mr. Ide, you said that OECA has the highest rate of utilization in the world, according to your research director.

**Mr. Ide:** I said "may have."

**Mr. Lewis:** May have: I think that OECA may have the lowest rate of utilization of all educational television authorities in the world.

**Mr. Ide:** No, it doesn't.

**Mr. Lewis:** You see, I don't know. I am as confused as you are.

**Mr. Ide:** No.

**Mr. Lewis:** I feel as confident in my information as you do. As a matter of fact, you exude confidence because you never published the little book that Douglas Fisher wrote for you on the conference of international educational television authorities, all of whom reported. I don't suppose anyone will ever know, exactly, the comparisons which could have been available.

**Mr. Ide:** They weren't available in that book.

**Mr. Lewis:** I'm sure.

**Mr. Ide:** I'm quite certain that, if OECA is not the leading educational television organization in terms of utilization, it's close to the leader.

**Mr. Lewis:** Okay. You said there was no political interference and, as you see, I have agreed with you. I think that is largely a creation in the minds of some inside and outside OECA. I beg you to pay no attention to press criticism on alleged political interference. I mean obviously one deals with those things in the daily life of an authority.

But Mr. Ide, you have been given authority by legislation to act, and we say to you act, and not to be forever apprehending straw men where none exist. I think that is a problem which the authority has.

I am not impressed by the Price Waterhouse study because I don't think OECA should be organized as General Motors is organized. Therefore, when management consultants come in and give me these complicated lines of authority, my mind turns dull immediately and maybe I haven't got them anyway.

I accept what you have said about much of the area that you have discussed. I understand that. I want to reiterate one or two or three points, some of which I have demonstrated, others of which are clear in the context.

1. There should be a searching investigation of the practices of OECA in its internal management, and particularly in the functioning of the middle management people. How that is done, I don't entirely know. I really don't know, except I would think that there may be a number of creative people in the field who could have been called in not simply to have senior management posts, but to take a look at that kind of thing.



If you want to know the kind of people I am talking about and I would never breathe it to them because they would laugh me off probably. I think of Patrick Watson and his ilk, the Leiternans, the LaPierres in their heyday, people who have had a tremendous experience with the programme side and with the production side, as well as having a very profound grasp of the educational system. Both personally and intuitively, these people should somehow be involved. OECA has to have scrutiny which you should invite from within and there should be such investigation.

2. That something has to be done to repair the relationships between those who work for you and those who do the directing at the top—the inner management area.

I can't press that on you strongly enough; it may just fall into the void, how am I to know? But you tell me if I wander through OECA I will find a different atmosphere. I say to you, sir, that there is a great deal of discontent amongst your staff and it can be eliminated if you people are more accessible.

3. That OECA has to de-bureaucratize itself, that you have to end your addiction with endless memos and hierarchical structures.

4. That you have to hire at the top two or three people who have the sense of production as their primary object, and that is their role in the organization.

I care not from whence they come, I don't prejudice their background, but they have to be given free reign within your small group to give encouragement to all the creative personality, whether they are education supervisors or whether they are professors who now feel both apprehensive and stifled in much of what they undertake.

I think that OECA has to define for itself fit goals and objectives. I still think you are not sure of your goals. I still think you haven't resolved the problem of what you produce on Channel 19 and what you show in the schools. I am not sure you have resolved the problem of what is a mass television station and what is the production of ETR for the school system.

I think that OECA has to have a very tough investigation of its finances, although that is perhaps under way in the public accounts committee.

I agree with Mrs. Campbell completely, that there should be an opportunity to bring the people who have resigned before this committee. None of those to whom I have spoken are bitchy, or unpleasant, or acerbic.

They may be caustic, they may be angry, but they have a commitment to educational television which is second to none. They believe in it, and some to whom I have spoken are heart-broken that they had to leave it, but felt no alternative.

I don't know how you introduce human relationships into a big authority, but that's your main problem, I think, and I encourage that to happen as well.

I am reluctant to go further, although I am sorely tempted, because I would not want to be a party to the destruction of something which clearly has so much social relevance. On far lesser ground, Mr. Ide, have politicians been unleashed in this House to direct lacerating attacks, and indeed, government politicians when they see that there are funds involved, get very protective, and they are right, because there is no reason in the world why the Tories should expose themselves electorally because of mismanagement in OECA of public money. And I would understand their feelings about it entirely—they don't need that kind of aggravation.

But, on far lesser grounds have public bodies been attacked than those that have been revealed over the last few weeks. I am stopping short at this stage because I don't think we should be clobbering OECA, I don't think we should be descending on OECA. But, there is much that is profoundly wrong within OECA, and if these estimates do nothing more, they must alert you to some kind of internal self-analysis and appraisal because your reputation is declining, because the community outside you views you now in suspect terms, because a lot of the professionals in the field are jaundiced, because a lot of your own present employees are uncomfortable, because somewhere something has gone wrong.

An admirable principle of educational television has suffered a systematic distortion, to the point where we have had a series of resignations and an unlovely procession of press criticism.

Now we have the final spectacle of the legislative committee, and I am so ambivalent about the whole role that I almost want to apologize for having raised all the things that were raised in illustrative ways, except to say to you that they have to be raised, because they are legitimate, they are genuine and they are real. Beyond that, I shall rest.

**Mr. Chairman:** I think this would be an admirable time to have one of those recesses so that we can get some circulation back. Will someone move for 15 minutes, please?

**Mrs. Campbell:** I so move.

Agreed.

The committee took recess for 15 minutes.

The committee resumed at 12:50 o'clock, p.m.

**Mr. Chairman:** I call the meeting back to order. Mr. Drea is the next speaker, please.

**Mr. Drea:** Mr. Ide, you can kind of relax. The vaudeville show is over. I'm neither as discursive—

**Mr. Martel:** Now we're getting down to some serious thinking. Just watch!

**Mr. Drea:** It's taken you a long time to recognize it, but I'm finally glad that you have at 12:49.

**Mr. Martel:** I can smell the wood burning.

**Mr. Drea:** That's about the level of your talent. However—

Mr. Ide, can we go back to the very beginning? You were talking with Mrs. Campbell about your audience. Let's talk about your net, non-duplicated audience. I think you said that was—and, again, this is based only on channel 19, is that right?—

**Mr. Ide:** Right.

**Mr. Drea:** That was around what?

**Mr. Ide:** It was 370,000.

**Mr. Drea:** What's that from, BBM or Nielsen?

**Mr. Ide:** That's from BBM.

**Mr. Drea:** I wonder if any of your staff tonight brought any comparative figures on other stations in the area. Do they have that with them?

**Mr. Ide:** They have figures for channel 17 from Buffalo, if that's of interest to you.

**Mr. Drea:** Let's not take channel 17 for the moment. Let's leave that one in abeyance for a second. How would that compare with channel 79 in Toronto?

**Mr. Ide:** I don't know. Do we have channel 79 figures?

**Mr. Bowers:** I'm not sure, but I have the impression that 79's circulation was somewhere up around 600,000 in the last report that I'm aware of. I'm sorry, but that's off the top of my head; and, honestly, I haven't got the figures here.

**Mr. Drea:** That's a Monday-to-Friday average?

**Mr. Bowers:** That's a seven-day weekly circulation.

**Mr. Ide:** Their 600,000 would be compared with our 370,000, is that what you're saying?

**Mr. Drea:** That seems high for 79.

**Mr. Ide:** They get a big audience on Friday nights.

**Mr. Drea:** Friday nights, yes.

**An hon. member:** It's "blue" movie time.

**Hon. Mr. McNie:** That's what we need, Mr. Ide.

**Mr. Ide:** If it's audience you want!

**Mr. Martel:** It's educational.

**Mr. L. Maeck (Parry Sound):** How about a programme such as "Sex for Senior Citizens" or something like that? Maybe that would increase the audience.

**Mr. Drea:** Not as long as I'm voting funds.

**Mr. Ide:** Yes.

**Mr. Drea:** Let's go to channel 17 then, because channel 17 would precede you in actual mechanical operation.

**Mr. Ide:** Yes.

**Mr. Drea:** Channel 17 is really not educational. It says it's educational TV. I suppose it is in the American context, but it's certainly not in the Canadian context. What would the distribution be on channel 17 in this area?

**Mr. Ide:** It would be 412,000, compared with 370,000 for channel 19.

**Mr. Drea:** Mr. Ide, about a year ago—and I think it's within the last year that you said you registered the 44 per cent gain—what would the impact of that be upon channel 17? Would they be increasing or decreasing?

**Mr. Ide:** We increased by 44 per cent. They increased by 40 per cent. So we had a slightly larger increase than 17.

**Mr. Drea:** There's some duplication of programmes on the two, isn't there?

**Mr. Ide:** "Sesame Street" is a duplication. "Misterogers' Neighbourhood" is a duplication. There will be some additional duplica-

tions, because the Eastern Educational Network, of which channel 17 is a member, has recently bought a series of programmes from us; so they'll be showing some Ontario programmes on channel 17.

**Mr. Drea:** The reason I'm asking you these questions, Mr. Ide, is because I think your relative response in terms of audience was raised very early on in the evening. I think the point has been belaboured a number of times, and I'm not going to do it again, that you're more in a little kind of game than commercial broadcasting.

In the technical end of it, in terms of your signal and channel 17's signal, how does your signal for the Metro area compare with channel 17's signal in terms of availability on UHF sets without cable?

**Mr. Ide:** It's about the same.

**Mr. Bowers:** Ours would be relatively stronger in the Metro Toronto area, because our transmitter is that much closer.

**Mr. Drea:** And, of course, there's a requirement now that the cable companies have to carry 19. Isn't that right?

**Mr. Ide:** That's right, and they are also carrying 17.

**Mr. Drea:** But there is a requirement that they had to carry you?

**Mr. Ide:** That's right.

**Mr. Drea:** Since the cable has had to carry you and would make your signal a lot more receptive in the average home, which wouldn't be necessarily equipped with a UHF antenna—they might be like me and have a rotor or something but not for UHF—would this account for the 44 per cent increase? Would they go pretty well hand in hand?

**Mr. Ide:** No, if we are talking about a year ago, I don't think cable penetration has increased by anything like 44 per cent in a year's time. The cable penetration came here two to three years ago. It made a fairly rapid penetration, and now it has levelled off.

**Mr. Drea:** Mr. Ide, in terms of producing programmes, how much of your schedule, just on the average, would be your own produced programmes, compared to what you would buy from any source whether Canadian or otherwise?

**Mr. Ide:** We produce about as much as we buy, and we broadcast substantially more than we buy. In other words, we repeat more of

our own programmes than we repeat of the programmes that we purchase. So I would think that the last figure that I had for our Canadian content was somewhere between 67 per cent and 70 per cent. Since we are virtually the only significant producer of Canadian educational programming in Canada that means that content has to be our own.

**Mr. Drea:** About half of your programme stock, then, you would buy from outside sources?

**Mr. Ide:** Yes.

**Mr. Drea:** You would be buying out of the can then, right?

**Mr. Ide:** That's right.

**Mr. Drea:** Where would you buy that from, principally?

**Mr. Ide:** The two major sources are Britain and the United States. We buy slightly more from the United States than we do from Britain, mainly because of "Sesame Street" and "Misterogers' Neighbourhood."

In terms of the actual dollar value; the dollar value from Britain is much higher—\$255,965 from Britain and \$76,087.50 from the United States. But in terms of the number of minutes, the figures are almost reversed—5,616 minutes from Britain as against 9,346 from the United States. It's simply that the American programmes are very much cheaper than the British programmes. The British programmes that we have, "The Six Wives of Henry VIII", the "Civilization" series and so forth are fairly expensive.

**Mr. Drea:** I was going to ask you, though, isn't it true that the type of programme that you buy from England is a much more general audience type of programme—I'm thinking about "The Great War" and "The Six Wives of Henry VIII"? It is much more general. It may be high quality programming, I'm not altogether sure really. It's "educational," in quotes, if you want to put it that way. I can see why it would be more expensive.

Tell me, is there any place in Canada where you can buy educational films in English?

**Mr. Ide:** The National Film Board is about the only source that we have in Canada.

**Mr. Drea:** What type of educational film would they produce? A general one?



**Mr. Ide:** Primarily general. We bought a series on the Netsilik Eskimos from the National Film Board which was educational, I would think, in the true sense of the term "educational". The National Film Board, of course, doesn't produce that many films, as you know, in a given year, so that the source is limited but the quality is high.

**Mr. Drea:** Tell me, do you buy any from Canadian Broadcasting Corp. in English?

**Mr. Ide:** We would like to. We would like to buy from them, but at the present time they haven't been willing to sell because they don't want us to duplicate their market. We would like to buy from the CBC, not so much for broadcasting on channel 19, but for our videotape distribution system. For example, "The Tenth Decade" was a series which we think is educational, and we would be anxious to get hold of.

We tried to buy the one on smoking that they did, which was a first-rate programme. I have forgotten what it was called, but you may remember, it came out slightly over a year ago. We thought that was something that we could distribute to the schools through the videotape service.

**Mr. Drea:** But with something like "The Tenth Decade" you can't even buy the videotape runs?

**Mr. Ide:** We haven't been able to buy "The Tenth Decade" as yet, but we may be—

**Mr. Drea:** On the clear understanding that you weren't going to rebroadcast it on air?

**Mr. Ide:** Well, the problem that they are facing, I don't think, is an unwillingness to sell to us; it's that when they bought the rights they only bought two showings or something like that, and hence it would be very complicated for them to sell the rights to us.

When we buy rights, and this is another factor in terms of the cost, we buy five-year rights for the material so that they can be videotaped and used in the schools.

**Mr. Drea:** Yes, I think you mentioned that in connection with "Arts 100", that the total cost had to be looked at not over one or two, but over the five years.

Tell me now, I think if I recall correctly, you said that you produced 297 hours of programming?

**Mr. Ide:** That's about right; yes, 297 hours.

**Mr. Drea:** That's an awful lot of programming in Canada, isn't it? Again just ball park figures, because I know that being in the television field and being in the position where you are buying or trying to sell your own product, that you would be aware of what others are doing, how many hours of programming would the CBC product in Canada in a year?

**Mr. Ide:** Well, I don't know; one of the things that of course would bring up their figure would be their news, which they run for an hour in the evening. And also—

**Mr. Drea:** Well, let's discount news.

**Mr. Ide:** That's right. Apart from that I would think we would be fairly close to the number of productions, in terms of English-language programming, with the CBC. They produce, of course, a great many French-language—

**Mr. Drea:** No, let's keep it to English.

**Mr. Lewis:** I was told they produce 8,000 hours to you 297.

**Mr. Ide:** But the question was if we were to discount news and regular strip shows that go along every day; the evening news and the national news at night.

**Mr. Lewis:** I see.

**Mr. Ide:** We are talking, there, really, two hours a day.

**Mr. Drea:** What would CTV produce in Canada in a year?

**Mr. Ide:** I don't know, I don't know.

**Mr. Drea:** It wouldn't be anywhere near 297 hours, would it?

**Mr. Ide:** Well CTV wouldn't, but maybe some other affiliated stations might; CFTO.

**Mr. Drea:** Well again, discounting local news.

**Mr. Ide:** Yes. I would think that it would—I really don't know, Mr. Drea, to say accurately, but I would think that if we discounted the strip shows, the news shows, that we probably are as heavily in production as many of the private stations.

**Mr. Drea:** I think one of your associates might have—

**Mr. Walker:** It might be interesting to note that in the case of commercial broadcast stations, 16 minutes approximately in every hour is permitted for commercial use.

**An hon. member:** And 13 on the CBC, isn't it?

**Mr. Walker:** And almost all of that material is delivered from other production houses; so that roughly one-quarter of every hour originates outside of the facilities, no matter what the hour is filled with.

**Mr. Drea:** Yes, I think that's a concern now with the CBC, if it's going to drop commercials how does it fill the quarter of the hour that people have forgotten?

So that from your beginnings as ETV on to now, certainly, Mr. Ide, you have to be looked upon as, and let's forget about education at the moment, let's just look at it purely mechanically, that you're quite a sizeable production house, aren't you?

**Mr. Ide:** Yes, I would say that's right.

**Mr. Drea:** Now then, when the time came for your move, and we have heard so much about your move tonight, why was there so much concern from management about the move?

**Mr. Ide:** One other thing I could say, it's a very difficult thing to move a technical facility from one building to another. In other words, it's not just like moving a few employees who are sitting behind desks. You've got to move a station. You've got to move an antenna. You've got to move a master control facility. You've got to move editing facilities. This is a complicated business.

Also, you can't let the station go off the air, so you have to arrange it in such a way that the timing is done at one particular period. You've got to have, in effect, two master controls operating, one building up in the new facility and one carrying on in the old facility. The move took us, really, I think about a month, wasn't it, Mr. Bowers?

**Mr. Bowers:** Technical facilities?

**Mr. Ide:** Yes, the total move took us about a month, but the technical facilities—

**Mr. Bowers:** About six months. We didn't complete the move of the technical facilities from Bayview until September of that year. The move of the non-technical portion was phased over something like a month, yes.

**Mr. Drea:** Did you ever go off the air in that period of time?

**Mr. Ide:** We never went off the air, no.

**Mr. Martel:** Like Foster Hewitt. He never went off the air.

**Mr. Drea:** Pardon?

**Mr. Martel:** Don't worry about it, Frank.

**Mr. Drea:** Mr. Ide, what fascinates me, and I must admit that when Mr. Lewis was reading those memoranda they touched me with a great deal of nostalgia because I used to be in the communications business, Mr. Ide, and I recall a move. As a matter of fact, I was part of that move, Mr. Ide. I remember when The Telegram moved from Melinda St. and Bay St. over to Spadina Ave. I wish the place was still in business, Mr. Ide, because I'm sure I could read you the most priceless collection of memoranda concerning moves, right down to such things as initialling the floor underneath your desk and so forth.

Of course, one of the great problems in that was that they were moving on a weekend and that they were not going to interrupt production. Shortly after a certain time on a Saturday the presses in the old building were going to stop and, commencing on Sunday night for the Monday editions, the presses in the new place were going to start and there was a lot of electronic equipment.

I certainly wouldn't want to be in the categories named before, about being creative and artistic and all of that, but we had our little idiosyncrasies too, and some of the collection of memoranda at that time, from management, about the cost of the thing and about—mind you, they didn't go into sensitivity. That was back in 1963. I don't think sensitivity had been quite discovered.

**Mr. Lewis:** It was never discovered in The Telegram.

**Mr. Drea:** That may be.

**Mr. Lewis:** It lived and died without sensitivity.

**Mr. Drea:** I think we had too much sensitivity. I think maybe that's why we died.

But, in any event, a move in the communications business, I suggest to you, is a lot more difficult than the move of an office. Mr. Ide, I had been in a company that moved. As a matter of fact, I was working for a union that moved. I only wish that some of the memos were going to be read tonight, because I have some priceless ones about the move of the Steelworkers from one office to another, about keeping track of things in orange boxes and so forth.

But what concerns me a bit in this is the planning that went into the move and somehow, when people get into the building, that

the planning, despite the many months of activity that went into it and despite all the technical things that went into it, falls short. So I can understand you moving machines from place to place and they have to keep operating and so forth, without interruption.

Nonetheless, when they get into the new building the planning seems to have taken care of everything except the accommodation in the new building. There seems to be a bit of concern about the subway underneath the studio, but there seems to be no place for people to meet and things like this.

I'm just wondering, with all the advance planning, which I can understand was concerned with technical things and making sure that the staff continued while they might have to do half their work in one place and another, why was it such a disjuncting encounter when everybody finally arrived in the building in these first few months that Mr. Lewis read these reports on?

**Mr. Ide:** The dislocation was really confined to one floor, which was the fourth floor of the building, where the producers and the education supervisors were located, and the particular firm of consultants who had supervised this move on our behalf had recommended an open landscape approach.

Now, I don't think there is anything wrong with open landscape in theory. I think the difficulty that we found in practice was that they tried to put too many people into too few square feet; and that became apparent from the day that we walked in there.

As soon as we walked in there we saw the situation under which the producers and the education supervisors were going to have to work. They were going to have to interview talent; they were going to have to plan programmes—and one was sort of piled on top of the other.

I was quite sympathetic to the situation that these people found themselves in, and we were quite receptive to suggestions that we redesign that fourth floor.

But, I would like to re-emphasize that that was the place where the problem existed. The problem did not exist in the technical area. The problem did not exist in the media resource centre, or the utilization centre, or the place where we had our research done, or the facilities on the fifth floor. So it was confined to the one floor; and I think it was really a function of the number of people and the number of square feet. The particular company involved really hadn't taken sufficient account of the density in that particular area.

**Mr. Drea:** Now, how long did it take to get the open landscaping, or whatever it is? How long did it take to ease the impact of that dislocation?

**Mr. Ide:** I think that Mr. Lewis was probably pretty correct in his timing as he related to the memoranda. I think it was some time in July before the thing became straightened out. But, I also think that we have to remember that we didn't all move on the first of April. In other words, it was a planned move over a period of time.

So it really wasn't from April 1 to July—whatever the date was that you mentioned in the memorandum—because Mr. Lewis is better informed than I am in this particular instance, since I don't have those particular memos at my disposal. It wasn't really from April 1. It has to be considered from the time the move was finally completed. But it was from April well into July before we had the thing finally settled, I would say.

**Mr. Drea:** Tell me, Mr. Ide, this policy of meeting with the employees, or the drop-ins as you call them—or whatever name you want to put on them—when did this start? Is this part of your management philosophy?

**Mr. Ide:** It started really after the conference which was held at the Ascot Inn in the fall, sometime in late September or early October. There was a desire expressed at that time on the part of the staff to be able to meet with me, because the conference was very successful.

We had a couple of rooms, as I mentioned; and I was around those rooms most of the evening. The staff came in—and there was a very good sense of communication that took place at that time. So there was some kind of an expression on the part of the employees to continue this kind of thing because they thought it was healthy and helpful. I certainly felt it was useful, and enjoyed the kind of contact that I had at that time.

So, following that I said that I would be quite willing to talk to anybody at a drop-in, which would take place about once a month. And people dropped in; and I think that it worked out reasonably well.

**Mr. Drea:** Oh, they dropped in. I was always under the impression—the way those things were being read—that you kind of parachuted into the—

**Mr. Ide:** No, they dropped in. We had coffee served. We didn't have a particular lounge which was large enough for this, so



we used part of the technical area for it. And the group—

Mr. Drea: Who would come to these?

Mr. Ide: There would be a variety of people.

Mr. Drea: Well okay; would it be senior staff?

Mr. Ide: No, I would think it would be representative across the organization.

Mr. Drea: Let's put it this way: if I was a very young producer, could I come?

Mr. Ide: Yes, you could.

Mr. Drea: Would I be encouraged to come?

Mr. Ide: Yes, you would be encouraged to come.

Mr. Drea: And supposing I was in the technical end of broadcasting—supposing I was in the engineering or something like that—would I come too? Or was this just for creative people?

Mr. Ide: It was supposed to be for everyone. Some of the people in the technical area had a little more difficulty in getting there because they couldn't leave their machines and their controls. I think they had more difficulty in getting there than the people from the other sections had.

Mr. Drea: Just so I have it straight, you would be in a central location somewhere in the building at a designated time and everybody whose duties allowed them would as much as possible drop in to see you?

Mr. Ide: That's right, that's the way it worked.

Mr. Drea: I take it that type of open management has proved somewhat successful to you because you've kept it up.

Mr. Ide: Yes. At the last drop-in that I had there was a request that I continue this. They found it very useful.

Mr. Drea: When was the last one you had?

Mr. Ide: Last week.

Mr. Lewis: Is that when you dropped in on them?

Mr. Ide: No.

Mr. Lewis: It is when they came up to see you.

Mr. Ide: No. I was in a place. As a matter of fact, because of the number of people who wanted to talk to me, we had it two days in a row. I must have seen something like 150 to 175 members of the staff.

Mr. Lewis: You were at an appointed place?

Mr. Ide: I was at an appointed place; that is right.

Mr. Drea: And this was all casual?

Mr. Ide: This was casual.

Mr. Drea: I mean as casual as any one of these things can be.

Mr. Ide: Yes.

Mr. Lewis: As casual as an appointed place and hour can be.

Mr. Ide: Yes.

Mr. Lewis: A sort of spontaneous appointed place, hour, day and time.

Mr. Ide: Not spontaneous.

Mr. Lewis: No? Casual?

Mr. Ide: Casual, yes.

Mr. Foulds: Everybody wore their Wall-abees.

Mr. Drea: I would suggest to you, Mr. Ide, if people were free to drop in on your office at any time of the day or night there would be a little bit of criticism that maybe you should pay more attention to business and less attention to gossips. I can't quite see anything sinister in having it in a central location where people can go at a particular time.

Mr. Lewis: You don't think people should be able to drop in and see Ran Ide at any time?

Mr. Drea: If he hasn't any other duties to do, I see nothing wrong with it. But I don't think his job as the president of the authority or the chief executive officer is to sit around all day and hold open house for his employees. If that is his choice on what he wants to do, I would think he'd better change into being the personnel manager. I think there are priorities in these things.

Mrs. Campbell: Maybe he can take that on, too.

Mr. Lewis: Got to raise his salary.

**Mr. Drea:** As a matter of fact, that is a very interesting point about his salary. I was just thinking tonight that, with the amount of money we pay him, the amount of money that we have gone through, and what the producers over there get paid, once again this government is guilty of a low-wage mentality. We are certainly not paying what either the CBC—

**Mr. Lewis:** I quite agree with you.

**Mr. Drea:** I'm sure you know the rates. We are not paying either what the CBC is paying first-class producers and administrators or what private TV is. I'm really surprised that we are getting you for that amount of money.

**Mr. Lewis:** I don't think Ran Ide is overpaid. In fact, if I were you I would see the chairman of the board and do something about it.

**Mr. Drea:** These drop-ins, this type of arrangement, is going to continue, is it?

**Mr. Ide:** Yes.

**Mr. Drea:** Even after all of this is long forgotten over the summer and fall?

**Mr. Ide:** Yes. It will continue. As I mentioned earlier, Mr. Drea, I would hope that members of this committee would take advantage of the invitation and come up and see the authority and get a personal view of what they think the morale really is in the organization. I think the morale is really considerably better than it has been painted here tonight.

**Mr. Drea:** Well, tell me, Mr. Ide, if I strolled into one of the more normal drop-ins—let's discount these ones now because they are on a particular topic—what kind of things would be discussed with you?

**Mr. Foulds:** They would let you wear your white bucks.

**Mr. Ide:** They talked about the utilization of the studio—

**Mr. Drea:** I take it everybody wants more studio time?

**Mr. Ide:** More studio time: they were interested in the kind of shows that we could do; some of the people who dropped in were interested in doing more topical shows and perhaps reducing the number of programmes which were educational in their emphasis, and getting perhaps closer to the public affairs type of programming.

I think for my part, I had to point out that we were funded by the government to do educational programming and not public affairs programming, although I thought that there were many issues in the public affairs area that were educational in the best sense of the term. Therefore, we would welcome their suggestions in these areas, but our primary obligation had to be to serve the educational needs of the society in which we were living.

**Mr. Drea:** Would it be fair to suggest along that line, Mr. Ide, that ever since the formation of the authority there have been two thrusts in creative programming? On the one hand I think that anybody who goes to work for you under the obvious title of "educational authority" knows it is educational TV, so on the one hand there is the knowledge that the primary function of the organization is to produce "educational" television—educational in quotes. But at the same time there is a thrust to modernize, or expand, or to push forward with a more modified version of just what "educational" is.

For instance, "The Tenth Decade". There are two ways of teaching history. I think it could be argued that there could be a straightforward elocution type of programme upon the people who were present in government at that particular time, or there is the documentary way of doing it. I would take it that even in other fields that I don't really understand very much about—such as teaching mathematics or something—that there is a conventional way to do it in educational TV, but at the same time I would imagine there would be a thrust, and I suppose the argument would be to make the programme a more meaningful way for a larger audience, to bring mathematics out into the modern world and show what you could do in the household or whatever, this type of thing.

I would take it that ever since its inception, despite the fact that everybody is committed to educational television, there are two roads to accomplish the goal?

**Mr. Ide:** Yes. I think there are probably a number of roads that we can go to accomplish the goal. I think that it is important that the programmes be interesting and entertaining. I don't think that the talking face is the way to do it, or trying to put a teacher up against a blackboard and photograph that teacher. A teacher in that sort of situation isn't as good as a real live teacher in the classroom by herself.

But, when you get an imaginative producer of educational programmes—for example like John Labow, and we were talking earlier about his series on world regions—he brought in a very novel approach to it. When we were doing Hinduism for example, or Mohammedanism, he bought a documentary on Mohammedanism in the environs of where this is the major religion, but he also produced a programme locally around a Mohammedan mosque in the London, Ont. area. It enabled the students who were watching that programme to first of all get a sort of historical perspective from the large documentary on the meaning of Mohammedanism, and also enabled them to say, “There are people like myself who are followers of this particular faith and who are living in Canada.” So that they identify, rather than feel alienated from the particular group.

I think that kind of imagination is rare. I think it is something that we need to reward when somebody comes up with an idea like that. It was exceptionally well done.

**Mr. Drea:** But at the same time, just to come back to my thesis. Here is an educational television authority that is funded basically—funded entirely, let’s put it that way. We wouldn’t be into funding you were it not for the fact that the primary function here is to educate.

I think we will have to modify that a little bit more. The primary function is to educate within the structured school system. Adult education and some of the general information programmes may be very nice, but the \$13 million is there for the structured education programme.

Would it be true that within the creative thing there is this thrust? That while this is our goal—and I, as someone who is involved in this, accept it—nonetheless I would like to branch out a little bit more so that I can reach the widest possible audience with the type of thing that I’m trying to do. On the side of management is there not the concern—when they start going off to reach the widest possible audience, which again is your concern because in this business you live or die by the ratings—of how far do you go in this direction without cutting into the primary goal?

**Mr. Ide:** It certainly is a problem and I think one of the things that we have to be very careful of is that we are not looking for the mass audience. We are really not looking for the 1,600,000 people who watch or used to watch NHL hockey.

We are looking for minority groups who have a specific learning need. That minority group may be in school, in which case we are talking about structured education, as we refer to it. Or it may be in the adult area where we are talking about new Canadians who need to be able to relate somehow or another to our particular way of life. Or it may be the adult who wants to learn French as a second language. Essentially these are minority groups.

I think the success of our station and the success of our broadcasting enterprise, quite apart from the videotape distribution, is going to depend not on us getting a mass audience at any one time and competing with the general broadcasting system but reaching these particular minority groups, responding to their needs and getting a large cumulative audience. If the number of different people, over a period of five or six weeks, reached a million or 1.5 million then I would think this station would be successful.

We are not particularly interested in getting someone to sit down at 6 o’clock at night and stay with channel 19 until sign-off at 11:30. I think what we are interested in doing is to get a number of different people; the people who are interested in “Sesame Street” will watch from 6 to 7 o’clock. The people who are interested in learning French will watch from 7 p.m. to 7:30. The people who are interested in doing something about their relationship with the community in terms of new Canadians will watch from 7:30 to 8 o’clock.

We can’t use the same marketing approaches as commercial broadcasters do. They pick a prime time and put the best show in that particular slot.

**Mr. Drea:** You don’t subscribe to the flow in and the flow out theory?

**Mr. Ide:** I think if I were in commercial broadcasting I would subscribe to that theory. I would try to capture the mass audience with a spectacular production and keep those same people with me for as long as possible. I don’t think the objectives of educational television are really quite the same.

**Mr. Drea:** I would take it, then, your primary concern is that there will be a specific programme that will interest a specific group for a specific period of time during the programming day, no matter how short—or, conversely, it might be two hours long, I don’t know.

**Mr. Ide:** Yes.



**Mr. Drea:** Tell me, in terms of the productions that you originate and that you make, how do you do your budgeting? Do you do an actual cost budget or do you do the above-the-table or above-the-line—above and below the table?

**Mr. Ide:** Yes, we do.

**Mr. Drea:** There may be sinister connotations but I used to be in the trade.

**Mr. Ide:** The direct and indirect costs, yes, we do.

**Mr. Drea:** Maybe I better explain above and below the table. You know how people sometimes get ideas? We are talking about the actual cash flow going out as against what is known as under; that is the capital cost which has already been absorbed. How do you do your budgeting in terms of, I think it was \$4,400?

**Mr. Ide:** That's right. Those are the direct costs; those are the above-the-table costs.

Now if we took the entire budget for the educational media division, which would include the publications, which would include the salaries of the people who are working there, and we include the administrative costs and so forth associated with it, this is roughly \$7,000. If we produce 1,000 programmes in a year then the direct and indirect costs are about \$7,000 apiece.

I mean the budget was \$7 million, so we took 1,000 programmes; the real cost is about \$7,000 apiece. That's direct and indirect combined.

**Mr. Drea:** So let's take it in terms of both the above and the below; let's take it in terms of total cost now. What, in terms of your budget then, would it work out to in terms of programming?

**Mr. Ide:** About \$7,000 a programme.

**Mr. Drea:** And we produced how many?

**Mr. Ide:** I'm saying about 1,000 20-minute programmes in a year.

**Mr. Drea:** So that would be about \$7 million.

**Mr. Ide:** Seven million dollars, yes. For 297 hours; 20-minute programmes; that's 900 programmes a year, so it's slightly more than \$7,000 in programmes.

**Mr. Drea:** So that would be about what, 60 per cent of your budget?

**Mr. Ide:** That would be seven over 13; Peter, what's seven over 13? Sixty-five per cent?

**Mr. Bowers:** At this time of night? It's over 50 per cent.

**Mr. Drea:** Well, it's almost two-thirds of the budget directly involved in programming.

**Mr. Bowers:** The total budget, including revenues is \$13.8 million. So it's a little more than 50 per cent.

**Mr. Drea:** I see. So over 50 per cent is directly involved in programming; and I think in support and a few of the others.

**Mr. Ide:** That's right, but not distribution. That doesn't count transmission, it doesn't count cable companies, it doesn't count the videotape service to the schools, it doesn't count any research that we are doing. Those are the other costs that make up the difference.

**Mr. Drea:** Well, how much would distribution, videotape and so forth take in, roughly?

**Mr. Ide:** Well, I would think that distribution is close to \$2 million.

**Mr. Bowers:** One million, nine hundred and forty-five thousand.

**Mr. Drea:** That brings us up to \$9 million.

**Mr. Ide:** That's right.

**Mr. Drea:** So that for practical purposes, in terms of programming then, we are up to \$9 million of the \$14 million; because there is no sense in having a programme if it can't either be seen or it can't be bicycled to the place.

**Mr. Ide:** That's right.

**Mr. Drea:** Then what about your research and so forth?

**Mr. Ide:** Research was about \$300,000—

**Mr. Bowers:** It's \$419,800.

**Mr. Drea:** Could you tell me what kind of research you would do, Mr. Ide?

**Mr. Ide:** Mr. Walker can answer that.

**Mr. Walker:** Generally there are two kinds. There's measurement of all types applied to the various audiences and there is evaluation research applied to discreet programmes and their effectiveness. There is also developmental research for new formats and new appli-

cations of technology to use educational programmes.

**Mr. Drea:** What would the bulk of that be in? Would the bulk be in the new formats and new types, or would it be in the measurement and the evaluation?

**Mr. Walker:** Measurement and evaluation; the evaluation also includes "needs and what" studies. What people require in the various localities of the province.

**Mr. Drea:** Well, Mr. Ide, we are getting up around \$9,500,000. How much of the remainder of the budget would go into what I would call administration?

**Mr. Ide:** Administration, Peter?

**Mr. Bowers:** It is \$1,950,000. That administration covers such things as secretarial services through the entire organization; it covers the operation of the accounting system; it covers operation of personnel services; it covers things like utilities, telephone service, accommodation.

**Mr. Drea:** Rent?

**Mr. Bowers:** Rent, that sort of thing.

**Mr. Drea:** So that if you want to take the way I've been bringing it out, \$9 million of the approximate \$14 million goes directly into programming. And only \$1 out of \$7 goes into administration; not the capital, but the physical operations of the system. And that's really two system, isn't it?

**Mr. Ide:** That's right, yes.

**Mr. Drea:** If you didn't have to do the videotape for the schols and do it that way—let's just hypothetically say that you went in the province to a series of transmitters, where you beam directly into the schools. I realize there are some difficulties there because of timing and so forth. But let's say you got out of the cumbersome, the physical end of distribution and you were doing it electronically, how much would that take off your administrative costs? Would that lower them considerably?

**Mr. Ide:** It would take off about \$700,000, wouldn't it?

**Mr. Bowers:** Not quite. The cost of the videotape distribution system is separate from the \$1,945,000 figure I gave you. The videotape distribution system is another \$529,000 on top of that figure. That's a specialized distribution system.

**Mr. Martel:** Couldn't function without it, could you?

**Mr. Drea:** I don't really think they could function without it; I was just asking in terms of costs. I said that knowing the difficulties with the timing; that's the main reason they couldn't function; no matter how many transmitters there were. So that really the administration costs, plus that extra \$500,000, are tied up in the fact that you are running not one system, you are running two?

**Mr. Ide:** We are really running three, because we are providing 70-hour-a-week cable packages to the cable companies who are outside the chanel 19 area. So that's really a third system of distribution that we have. These are done on a bicycle basis. We don't send a different 70-hour package to every cable company, but we have three circuits at the present time. It's three circuits and we make three 70-hour packages on 1-in. videotape. We send them to each area of the province and they are circulated among the various cable companies who play them on a delayed basis, obviously.

**Mr. Lewis:** Is that an additional cost, as well, in your—

**Mr. Bowers:** That cost is included in the \$1,945,000.

**Mr. Drea:** Tell me, Mr. Ide, in terms of the long-range goals of the authority, it would be much cheaper to operate an educational TV system were it not for the fact that you now have a television station as well? I would take it that if you were out of the—I'm going to use the word "live"; I know they're not live shows—but if you were out of the live broadcasting end of it and you were confined to producing videotapes which were put into the schools and so on, you would still be achieving one of the very primary functions of your particular mission at a much cheaper cost?

**Mr. Ide:** We would serve the institutional needs if we were out of broadcasting, but not, I would say, not completely over the next three or four years—because still 56 per cent of the public school students are getting their television or their educational television from broadcasts. Obviously, it's easier for these particular students to use because they are in a home room situation. They don't move around; they don't have a rigid schedule to contend with. It's in the secondary schools where the videotape is used to the greatest extent.

But I think we would be missing out on two of our primary objectives, and that is meeting the needs of the pre-school youngsters and meeting the needs of the adult.

I'm inclined to agree with Mr. Lewis in terms of the area of pre-school. I think that if we have an intellectual disparity in our society it's because a lot of youngsters from homes that are perhaps not so well off, have a pretty arid kind of an existence. If we can get them with a first-rate pre-school series, then we can do something to overcome that initial disadvantage and they will, hopefully, be able to adjust much more effectively into society.

I think that you have got to think about 65 per cent of the adults who really never received post-secondary education and who, if they are going to be able to compete and adjust to the kind of society in which we are living—and you know the rate of change is a pretty serious problem today—I think that if we are going to reach the pre-schooler and we are going to reach the adult in his home, we have got to have broadcasting.

**Mr. Drea:** So you have set your goal, then, I would take it, that the goal now of the authority is to reach the maximum in the entire education spectrum?

**Mr. Ide:** Yes, that's right.

**Mr. Drea:** That's kind of a departure from the beginning isn't it?

**Mr. Ide:** I don't think so.

**Mr. Drea:** Or was it always?

**Mr. Ide:** No, it was always our concern and always our objective. We started talking about applying for a channel as early as 1966. As a matter of fact, an application was forwarded in 1966 and it was turned down because of the decision by the federal government not to grant a licence to an agency of a provincial government.

**Mr. Drea:** That's when Miss LaMarsh was in.

**Mr. Ide:** That's right.

**Mr. Drea:** The leadership candidate.

**Mr. Lewis:** I will tell you, if Tim Reid hadn't spent so much damn time in this House talking about government manipulation in educational television, it might have been off the ground rather faster. Tim's off in Europe now and can't defend himself, so I thought I'd throw that in.

**Mr. Drea:** He is a leadership candidate—

**Mr. Lewis:** I always thought at the time—

**Mr. Drea:** He is a leadership candidate now, too.

**Mr. Lewis:** Oh, is he?

**Mr. Drea:** From time to time it pops up from some foreign dateline.

**Mr. Ide:** No, I think it was always our objective to do something like this.

**Mr. Drea:** All right, where do you go from here?

**Mr. Martel:** It goes to Sudbury. I have been waiting for that opportunity for a long time, Frank.

**Mr. Drea:** Why would anybody want to go to Sudbury, Elie, other than because you are there?

**Mr. Martel:** Haven't gone, have you, Dick? You had better get me down. We are in hot water going to Sudbury—

**Mr. Lewis:** This has been a tea party until Elie takes the floor.

**Mr. Drea:** Yes.

**Mr. Lewis:** Then we will discuss real things.

**Mr. Drea:** Yes, the frontier.

**Mr. Martel:** That's right.

**Mr. Drea:** Well, look, you can wait.

**Mr. Martel:** Don't get petulant.

**Mr. Drea:** I never get petulant, Elie. I have had to look at those big moon eyes looking at me for hours now.

**Mr. Martel:** Is that right?

**Mr. Drea:** Yes.

**Mr. Martel:** Those are the ones you were going to fill in one night, is it? In one of your better moods.

**Mr. Drea:** Just keep pushing it.

**Mr. Chairman:** Let's get back to the—

**Mr. Lewis:** Why? It's interesting, it really is. It's an animation. They've recorded it, too! Is this madness—

**Hon. Mr. McNie:** It's the amount of animation I'm concerned about!



**Mr. Drea:** I don't know. You talked for two hours.

**Mr. Lewis:** Well, fine, sure, but I stopped at around 12:30. Clearly it is the time to adjourn.

**Mr. Laughren:** Why don't you move the adjournment, Mr. Drea?

**Mr. Drea:** The House is on upstairs.

**Mr. Lewis:** The House isn't involving OECA members.

**Mr. Chairman:** Mr. Drea, you have the floor to continue.

**Mr. Lewis:** Surely Ran Ide and company can go home?

**Mr. Laughren:** Why don't you move the adjournment of the debate then, Mr. Drea?

**Mr. Drea:** Maybe when I am done I will, but I wouldn't do that to cut off any debate.

Where do we go from here, Mr. Ide, short of the road route along Highway 69 that Mr. Martel wants to take? It seems to me that we now have three instead of one. We have one authority and we have three delivery systems. I would think if the broadcast end of it is so essential, both at the two opposite age levels of the education spectrum, the pre-schooler and the adult, and you say that that is important, then obviously you have intentions to go into more broadcasting.

At the other end of this is cable, which is only in its infancy. Again I suppose that is a facet of broadcasting, whether you have a transmitter or it is delivered in the area by a cable system. Nonetheless, that's costly. The bicycling and the provision of it to the cable and the keeping track of it are far more costly than merely beaming it out.

The middle one is into the schools and what concerns me a little bit is the relatively low statistics of use in the schools. I would have thought that with the quality of programming that is available on videotape in the secondary schools, so that it can be suited to the individual class, there would have been much more prevalent use of it in the secondary schools.

The reason I ask you this is that in the United States, public television, particularly educational television, is under considerable attack by the taxpayers—I think on some of the statistics that are coming out quite rightfully so. I know there is very little real comparison between the urban American

school system and ours, but nonetheless they are starting to come out with statistics over there. The very expensive audio-visual equipment that has been put into the schools there is very extensive and entirely publicly funded, either through taxation or donations which become tax-exempt, so the taxpayer is financing it. He is getting in the United States, on a much wider educational or public television basis, very little yield on his investment. And then we have here—I forget the figure—what is it in the high schools?

**Mr. Ide:** Thirty per cent in the high schools.

**Mr. Drea:** Thirty per cent. Less than one out of three. Now then, why?

**Mr. Ide:** Why one out of three? Well, I think—

**Mr. Drea:** They have the equipment. I don't want to talk about the high schools—a remote high school or something that may not have the equipment—but all other things being equal they have the equipment in the high schools to do the job with the tapes that you can provide. Apparently you are able to provide them very efficiently and orderly and so forth. Now why are two out of three secondary school teachers rejecting the use of this?

**Mr. Ide:** Well, I think that there are a couple of reasons. One is, if you have a 2,000-pupil high school and you have one videotape recorder, and if the 2,000-pupil high school represents maybe 150 classes, and if there is one recorder and three sets in that particular school, then each teacher would only get a chance to use it once in 50.

So that the availability of equipment is still pretty low, and the availability of equipment, of course, has been a function of the particular financial situation that the province has found itself in, I think over the past few years. There just hasn't been the money to go and buy the necessary sets and the necessary videotape recorders in order to gear up for this kind of thing.

Then another reason why only one out of the three high school teachers uses it relates to the number of programmes that we have available for them. We have virtually no programme at this time in the business and commerce section, and if one out of three students is in business and commerce courses, that eliminates a substantial group right there that we can't serve, because we haven't been able to develop the programmes for them.

**Mr. Drea:** Would you just stop there for a moment, please? Why the lack of programmes in business and commerce?

**Mr. Ide:** Well, there is only so much that we can make with so many dollars in any one given year.

Consider that in the traditional high school, there have been five grades. There have been three groups: There has been a technology group, there has been a commercial group and there has been an arts and science group. So you have five times three, which is 15 possible combinations. Then I think there are approximately eight subjects that are offered in each grade, so you multiply eight times 15 and you have 120 possibilities that you have to serve.

So the difficulty in terms of supplying programmes—when you consider the need to supply programmes for the elementary schools, the pre-schooler and the adult at the same time—is that we haven't been in business long enough to develop what I'd call a critical mass. We haven't got enough software yet in order to really stimulate the demand that we believe is there. I think that is essentially the problem.

**Mr. Lewis:** On a point of order, Mr. Chairman. I understand why the House is sitting upstairs. We are debating legislation. We are trying to get it through by June 22 and adjourn. While I have no doubt Mr. Ide and his associates would say they are willing to stay, I think it is a piece of unspeakable presumption that we ask people from the authority to sit here until 1:45 in the morning. We are not going to finish the estimate tonight. We may not be able to finish tomorrow. That I don't know, but I really think that we are presuming now unduly on their time.

Mrs. Campbell took a great deal of time. I took a great deal of time. Mr. Drea is in mid-flight.

**Mr. Drea:** No, I am almost done.

**Mr. Lewis:** He will have all kinds of opportunity to complete it, but I say to you, Mr. Chairman, that this is just not right. We can sit up in the House and debate legislation because we all collectively know why we are engaging in the insanity—

**Mr. Martel:** And we are all that.

**Mr. Lewis:** —of sitting here at this hour, but it seems to me that we don't have to implicate other people who are happily em-

ployees of the government and of the ministry. I just think that's wrong, and I think you as chairman, sir, should call it. We've had a good discussion; it's gone on quite a while. If I thought we were going to adjourn it, then sure—except Mrs. Campbell wants to speak, Floyd wants to speak and it's really beyond the pale.

**Mr. Ide:** May I make a point at this time, Mr. Chairman?

**Mr. Chairman:** Excuse me, Mr. Ide. I got your point, Mr. Lewis. I already discussed some hours ago with Mr. Ide as to his availability. He indicated to me that he and his staff were prepared to stay.

**Mr. Lewis:** Of course. They'll stay the whole night—naturally. One need only ask.

Mr. Chairman, on a point of order, with respect, if you ask any civil servant or associate in any authority, they will tell you, sir, as you expect, that they will stay the night. But you know and I know that it is wrong. Whoever heard of any such thing?

**An hon. member:** The House has just adjourned.

**Mr. Lewis:** Has the House adjourned? There, you see. That's procedure.

**Mr. Ide:** Mr. Chairman, I just have one point that I thought it was important to make at this time. I don't know whether you would consider it in terms of the length of the sitting, which now seems to be decided.

The authority is having its board meeting on Monday, and on Monday the board meeting is in Thunder Bay. The people in Thunder Bay have been waiting for us to come up there for about six months.

Secondly, I think the board itself is going to want to come to grips with some of the questions that have been raised here tonight, and perhaps to make some recommendations as to any particular steps that they might wish the authority to take.

I don't know whether this is infringing in any way on the committee to point out this problem that we have in terms of timing with respect to Monday.

**Mr. Lewis:** Mrs. Campbell phoned up Peter Bowers and asked him yesterday morning. He cancelled the meeting like that and made way for people.

The committee adjourned at 1:53 o'clock, a.m.

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# Legislature of Ontario Debates

## **STANDING COMMITTEE ON SUPPLY**

**Estimates, Ministry of Colleges  
and Universities**

**Chairman: Mr. S. B. Handleman**

**OFFICIAL REPORT — DAILY EDITION**  
**Third Session of the Twenty-Ninth Legislature**

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**Friday, June 15, 1973**

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**Speaker: Honourable Allan Edward Reuter**  
**Clerk: Roderick Lewis, QC**

**OFFICE OF THE SPEAKER**  
**PARLIAMENT BUILDINGS, TORONTO**  
**1973**



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(Daily index of proceedings appears at back of this issue.)

## LEGISLATIVE ASSEMBLY OF ONTARIO

FRIDAY, JUNE 15, 1973

The committee met at 11:10 o'clock, a.m., in committee room No. 1; Mr. R. B. Beckett in the chair.

ESTIMATES, MINISTRY OF COLLEGES  
AND UNIVERSITIES*(continued)*

On vote 2405:

**Mr. Chairman:** Will the meeting come to order, please. When we adjourned Mr. Drea had the floor. Mr. Drea, please.

**Mr. F. Drea** (Scarborough Centre): Could I just have a moment, please?

Mr. Ide, when we adjourned last night, I was in the position of talking about where you were going from here. I think if I recall correctly, it was—

**Mrs. M. Campbell** (St. George): Thunder Bay!

**Mr. Drea:** That's right, that is where we were going.

**Mrs. Campbell:** Sorry about that!

**Mr. Drea:** It's okay. I thought we were going to Sudbury; but that's right, it was Thunder Bay in the end, wasn't it?

I was trying to get straightened out in my own mind some of the corporate thinking within the industry on where you were going from here.

One of the questions I was asking you, and despite looking at Hansard this morning, I still am not clear in my own mind why it happens, was about what would appear to a layman like me to be the apparent lack of response in the secondary school to the video-tape programming.

I think we said here 30 per cent, one in three, was using the service. I think you brought up the point about how some schools had only two or three receivers while they had 2,000 students. Therefore there was a logistics problem.

Mr. Ide, when I am in the high schools or in the grammar schools, and I don't mean this

in a derogatory way at all, I seem to see an awful lot of television sets. As a matter of fact not in my riding, but I know in the riding of the Minister of Education (Mr. Wells), I notice one high school that has almost the equivalent production facilities of CFTO in its auditorium. They can establish their own closed circuit in colour, without additional lights. In that place, literally every place you turn around, there is a TV receiver.

While I realize that we may get into situations, in isolated schools, in a smaller area, or perhaps an older school where it is very difficult to wire it for closed circuit or because of some technical problems like that, but really, in the metropolitan areas is it really the lack of technical equipment that has kept the utilization factor down as low as it has?

**Mr. T. R. Ide** (Chairman, Ontario Educational Communications Authority): I think it is one answer, but obviously it isn't the entire answer. I don't have the figures for the average number of sets for each secondary school. I was just going to try to look up the exact figures, and I think that somebody will have it for me upstairs. In the fall of 1972, the number of television sets per responding school with TV increased slightly in all types of schools from 2.6 in the fall of 1971 to 2.9 in the fall of 1972 in elementary schools; and from 3.7 to 4.5 in French-speaking schools and from 5.9 to 6.4 in secondary schools. You can say that the average secondary school today would have between six and seven television sets.

That is part of the answer. There is a logistics problem there.

The other point that I was just about to make when we adjourned the meeting was the fact that we need a critical mass of programming material in operation for a relatively short period of time. We just don't have enough programmes to meet the needs of the 120-odd different kinds of courses that are being offered in the secondary schools of this province. That is a second reason.

I think there are obviously other causes. In the secondary school we are talking about between six and seven television sets per



secondary school, but we are not talking about between six and seven videotape recorders. So that if you talk about the number of television sets and not the number of playback machines, then essentially you are referring only to the possibility of using broadcasts, rather than the videotape distribution system.

I would think the number of videotape recorders in the secondary schools—and I'm not sure whether I have the number of VTRs in schools—but the ownership of videotape recorders in schools increased substantially in elementary and French-speaking schools, and slightly in secondary schools in the last year.

The number of secondary schools having at least one videotape recorder increased from 79 per cent to 82.3 per cent in secondary schools. So 82 per cent of the secondary schools have at least one videotape recorder at the present time.

Therefore, the number of videotape recorders would be a logistics problem as far as we are concerned, as well as the number of television receivers.

**Mr. Drea:** Well, let's come down to one of the things that you haven't mentioned—and perhaps it's not even there. Is there any teacher resistance to the use of this as a new tool?

**Mr. Ide:** Oh I'm sure there is. I think that is a factor as well. It's a new medium.

I think the teacher resistance has been exaggerated in the past. We haven't found teachers to be nearly as reactionary as they are claimed to be; they are much more receptive than perhaps people thought they were going to be. But at the same time I think it would be only realistic to recognize that there is a large number of teachers who feel that television is a gimmick and hence not appropriate for use in the schools.

**Mr. Drea:** And you have been aware of this since your beginnings?

**Mr. Ide:** That's right! And this is one of the reasons, of course, for the utilization programme, which I think I mentioned at the beginning of the session last night. As I said then, in terms of our utilization van and the workshops that were offered from the van, we met somewhere between 7,500 and 8,000 teachers and pupils last year.

**Mr. Drea:** Well, can you briefly outline what you are doing to overcome that? If there is a resistance there, what are you doing to

overcome it? Let's put it in probably a fairer way: What are you doing at the teacher level to popularize the programmes that you have within the secondary school system?

**Mr. Ide:** I think our largest efforts is in terms of the workshops that are being offered in various sections of the province, and as I have mentioned we did meet with some 8,000 teachers and pupils last year. We also published a booklet called "The Third Eye", which deals with this whole problem. We printed 3,000 copies, sold them at \$1 a piece, and I'm happy to report that we are now out of stock in this particular publication. That is a second step that we are taking.

In addition, we have produced promotional materials regarding our programmes and sent these around. Also, in terms of our broadcast schedule, we try to introduce some indication of the variety of methods that are available to teachers by which they can utilize ETV.

**Mr. Drea:** Tell me, have you ever made a programme on this subject?

**Mr. Ide:** Yes, we have. We have two television programmes on the utilization of television in the classroom, and they are distributed as well.

**Mr. Drea:** What about communication with the teachers' professional groups, such as the OSTF, the women teachers' federation and whatever the men's equivalent is called?

**Mr. Ide:** We have a close relationship with the Ontario Teachers Federation and all of their affiliates. Recently, within the last two months, the executive of the Ontario Teachers Federation held their meeting at the OECA. We simply lent them our boardroom, and we used that particular opportunity to let them see the facilities and also to talk to some of the people in the organization. So, we have, I think, a very close liaison with the professional organizations and I'm happy to state that the executive of the federation is strongly in favour of the efforts of the OECA.

**Mr. Drea:** I think you told me last night that you buy the bulk of your French language programmes.

**Mr. Ide:** No, we produce the bulk of it.

**Mr. Drea:** Oh, I'm sorry; I thought you bought the bulk of it from Radio Canada.

**Mr. Ide:** No, we produce the bulk of it at Radio Quebec in Montreal. That's the Province of Quebec's organization for educational

television. It's difficult to get French-speaking crews in Toronto in sufficient numbers; so rather than attempt to import the crews to Toronto, we send the producers to Montreal and they produce the programmes in the Montreal studios, at Radio Quebec and other locations.

**Mr. Drea:** That would make the French programming there, I presume, a little bit more expensive than the English programming? The unit cost that is.

**Mr. Ide:** I don't think it's substantially higher. I wouldn't have the exact figures on it, but I wouldn't think it would be substantially higher. About one in six of our programmes are in the French language.

**Mr. Drea:** That high?

**Mr. Ide:** Yes.

**Mr. Drea:** What about the advent of channel, what is it, 25?

**Mr. Ide:** Twenty-five.

**Mr. Drea:** That, I presume, has brought French language technical expertise into the Toronto area.

**Mr. Ide:** Yes, and I would presume we will be taking advantage of French-speaking technicians who will now be here. I was referring, really, to our experience of last year, which is the most recent year for which I have accurate data.

**Mr. Drea:** That would lower your unit cost in French, then, if you could use facilities here?

**Mr. Ide:** I would presume so. We have, of course, to get the agreement of the CBC in order to use their facilities. So far, the CBC has had a policy, as you perhaps know, of not renting their facilities to outside organizations, and that's one of the reasons we haven't been able to rent CBC facilities per se. Now I'm not sure about how many French-speaking freelance technicians there will be, and it's the freelance technicians we're primarily interested in.

**Mr. Drea:** Mr. Ide, I wouldn't like to leave—and I'm sure you wouldn't like to have—the impression that the CBC is kind of squeezing you. I think one of the reasons that the CBC has a policy of not renting out facilities is that its facilities here are pretty well planned and they would be denying their own production schedules if they brought in outsiders.

**Mr. Ide:** I think that's very fair to say.

**Mr. Drea:** Could we come to one aspect of last night? Maybe I'm reading something into what you said casually about 2 o'clock in the morning. When you were referring to the lack of the critical mass, you were saying that in terms of business and commerce, there were very few programmes available so far and that you really hadn't got into this field.

**Mr. Ide:** Yes.

**Mr. Drea:** Would it be fair to think that your first priority over the years has been the academic?

**Mr. Ide:** No, I would say that we're heavily into the science, technology, and trades area, and one of the first major series we did, which was a series of some 30-odd parts, was in science, technology, and trades.

I think we've done more in ST&T than we have in business and commerce simply because there are some very obvious advantages to using television in that particular field. You can go into industry and you can show students expensive equipment and the utilization of expensive equipment. I think we really have to do something in the area of data processing and the whole area of computers.

I think this is one area where we can be pretty cost effective in business and commerce. I think when we do some programmes there they'll likely be well-utilized.

**Mr. Drea:** What plans have you to move into the business and commerce field?

Before you answer that, what concerns me a bit is, when we were talking last night you raised the point about the 65 per cent at the older end of the education spectrum. You will recall we talked about the pre-schoolers at one end and the adult education at the other end. You raised, I thought, some very valid points about the need for broadcasting to reach that audience.

Here we have people in the high schools going through business and commerce. Now without downgrading these people, they are going out not into the senior level certainly, nor probably even the middle level of business and commerce. They are going out into the lower and the lower-middle. These are the people who, I would suspect, by occupation, if you want to put it that way, would constitute a great many of that 65 per cent you are having to reach in later years.

I would have thought that one of the ways, perhaps, of getting to the problem



before it was there was to concentrate on the non-academic, the non-science or the non-trade areas in the secondary schools. These people are into a hard-core curriculum; they are going out into a world where they will pretty well stick to a hard-core business type of operation and they are very difficult to reach in terms of future education at all.

I would have thought that one of the interests of the OECA, in terms of education, would have been to try and reach them before they went into that very isolated business and commercial world where they were surrounded by figures and routine, and so on and so forth. Then we could avoid having costly efforts in the future to reach them in middle age and so forth.

**Mr. Ide:** I really can't argue with you, sir, on that point. I think you are absolutely right, and I think we have to do something for these students. I am sure the programming people have planned along that line because it was just about two or three months ago, when we were analyzing one of the surveys, that we became really concerned about the lack of software in the business and commerce areas. There just isn't enough of it.

There's not enough of it, not only in terms of ETV, but there's not enough of it in terms of film or other resources as well. I think we have to work in this area and I think we have to work in it not only in the schools but perhaps also in the adult area as well. I think there is a very real need for this in our society today.

**Mr. Drea:** Mr. Ide, could we move over to another area and that is your funding? When Mrs. Campbell was discussing your operations last night she referred to a budget of \$12.5 million or something. I think we raised that to \$13.8 million or \$13.9 million—almost \$14 million—the difference being the profit?—I use that with a question mark because I am coming to that in a moment—the profit or the return, let's say, on materials which you sell to other jurisdictions.

**Mr. Ide:** Yes, sir.

**Mr. Drea:** Would it be fair to say that your funding now is entirely from us, save and except for what you can get as a return on a production which is accepted or bought in other jurisdictions?

**Mr. Ide:** Yes, that's true. In terms of the actual figures I gave, the \$13.8 million; I think that the figure of \$12.8 million was referred to earlier and that figure was the figure for the previous fiscal year. The grants on which the committee and the Legislature will be asked to vote this year are: from the Ministry of Colleges and Universities, about \$6.5 million; from the Ministry of Education, about \$6.9 million. The grants which are being requested for the coming year total about \$13.4 million. The difference between the \$13.4 million and the \$13.8 million is our expected revenue.

**Mr. Drea:** You are expecting to get \$400,000?

**Mr. Ide:** Yes.

**Mr. Drea:** Can we just come to that for a moment, so I understand what that really is. Do you make a profit when you sell or are you just getting a return, as much return as you can?

**Mr. Ide:** We get as much return as we can. I would say that we have never been able to recover more than the production costs of a series as yet, but I would expect that in this coming year, for the first time, we will show a profit on two or three of our series.

**Mr. Drea:** An actual profit?

**Mr. Ide:** An actual profit over and above the cost of producing the series.

**Mr. Drea:** How much would the series cost? I don't want to preclude your sales efforts or anything, but just in general terms?

**Mr. Ide:** It is interesting that the programmes which we expect to make a profit are the expensive programmes. One of the programmes I mentioned that cost \$43,000 is a programme with which we hope to be able to earn more than \$43,000. We are fairly optimistic about being able to do this.

Last year we appointed a marketing manager, Mrs. Betty McLean who is sitting in the audience this morning. Mrs. McLean, who joined the organization late last fall, has been having some very substantial success and some very positive response from purchasers in other countries.

**Mr. Drea:** Where is the main market, the United States?



**Mr. Ide:** The United States, yes.

**Mr. Drea:** Who is the main buyer there?

**Mr. Ide:** The main buyer at the present time is national educational television, the Eastern Educational Television Network. With respect to one of our specials—which I would rather not name at this particular time—a major network is interested in acquiring this for distribution, and of course they will pay considerably more than we can get from an educational television network.

**Mr. Drea:** On the programmes that you have already produced, in terms of the immediate future, and actual funds that would be generated as a percentage of your total funding, how much would this return on sales—or whatever you want to call it—be?

**Mr. Ide:** It is hard to say. I would say that in the immediate future it will not significantly reduce our request for support from the Legislature. I am not sure; I can't predict what will happen in four or five years' time. If we continue to improve and produce better and better programmes, which are more attractive to other jurisdictions, then it is possible it may amount to a substantial sum.

But I think I would be misleading the members of the Legislature if I suggested that this was likely to happen in the immediate future.

**Mr. Drea:** In my own country boy way, Mr. Ide, I reckon that \$400,000 on the \$14 million at about one-and-a-half per cent. So it is 98.5 per cent at the moment from the politicians, and one-and-a-half per cent that you are able to generate out of—

**Mr. J. F. Foulds (Port Arthur):** From the taxpayers!

**Mrs. Campbell:** Take it from the taxpayers.

**Mr. Drea:** Politicians are taxpayers.

**Mr. V. M. Singer (Downsview):** Really it is a gift from the Tories.

**Mr. J. Root (Wellington-Dufferin):** The people's representatives.

**Mr. Singer:** The people pay and pay and pay.

**Mr. Drea:** Even your salary.

**An hon. member:** And benefit too.

**Mr. Drea:** And especially with your salary.

**Mr. Singer:** There is some substantial doubt about the benefits.

**Mr. Root:** And they decide who should look after their interests.

**Mr. Drea:** I'm just letting them cool off.

In terms of the largesse that you were talking about last night with the American jurisdiction, I am not altogether sure that the political or the taxpayers' largesse down there at the moment is as inviting as Mr. Singer was mentioning a few moments ago.

But they have found a very big source of funds in going to the foundations or the charitable gifts, or what have you. As a Crown corporation there is nothing that I can think of that would preclude you from entering this field in terms of funding, either as one shot for a very expensive—in terms of production costs—series, or indeed even for very specialized type of programming such as business and commerce, which so far, I think we'll agree on this, budgetary restrictions have prevented you from really getting into. Why the reluctance to tap the foundation money in this country?

**Mr. Ide:** I think first of all there is no particular reluctance on the part of the OECA to tap into foundation money in this country. I think it is a matter of fact that the foundation money just isn't available to the same degree in this country as it is in the United States.

Major foundations, such as Ford and Carnegie, are the organizations which pour the really large sums of money into American educational television. Although I am not sure that it is quite as large as it appears. My guess is it is still about 75 per cent to 80 per cent. Would that be a fair guess Mr. Walker, that 75 per cent to 80 per cent of the financial support for educational television in the United States would be from the taxpayer?

**Mr. D. Walker (General Manager Corporate Affairs, OECA):** Yes, and principally from state jurisdictions.

**Mr. Drea:** But I think you mentioned last night—\$30 million seems to stick out in my mind. I may be wrong.

**Mr. Walker:** In the United States the Corporation for Public Broadcasting is acting under a special temporary arrangement where they get \$35 million from the federal government. The administration has recommended \$45 million. The Corporation for

Public Broadcasting is asking for \$170 million for two years. That is without consideration of the approximately \$175 million that comes from state jurisdiction.

**Mr. Drea:** How much of their funding comes from foundations, or from private sources; non-government sources, let's put it that way?

**Mr. Walker:** I can't give you a percentage. Certainly Ford is putting in of the order of \$6 million to \$7 million a year, and has since about 1962.

**Mr. Drea:** So what you are saying, Mr. Ide, is that there really isn't the till to tap in this country?

**Mr. Ide:** That's right. We have done some work in this area. We are exploring with the Engineering Institute of Canada financial support for a major series on engineering. We have also received financial support from the Milk Marketing Board for some work that we have done in nutrition.

But these sums are relatively so small that I just mention it to indicate that the authority as a policy has no objection to entering into such agreements. As a matter of fact we would welcome such agreements, and we would welcome extra funding of this kind.

**Mr. Drea:** But do you solicit it?

**Mr. Ide:** The funding just hasn't been forthcoming at the present time.

**Mr. Drea:** But do you solicit it?

**Mr. Ide:** I think it would be fair to say that we haven't actively gone into the major foundations, such as Atkinson and Ford.

**Mr. Drea:** I'm not so sure I'd want to go to Ford.

**Mr. Foulds:** Or Atkinson.

**Mr. Drea:** This raises another little—oh no, Atkinson is a good Canadian firm; very good!

**Mr. D. M. Deacon (York Centre):** They certainly get a lot of money out of this country. Why don't we get a little of it back? Ford get's a lot of money out of this country.

**Mr. Drea:** Well I'm not so sure. Maybe Mr. Deacon and I could discuss that. The role of the multi-national corporation, or the American corporation in Canadian educational television kind of—

**Mr. Deacon:** That isn't a multi-national corporation. Their money was gained from multi-national sales, but the Ford Foundation owns a lot more than Ford company stock.

**Mr. Drea:** Oh, I'm aware of that; but nonetheless I think there are some philosophical and ideological concerns about a multi-national corporation getting into funding education in this country.

**Mr. F. Laughren (Nickel Belt):** There are surely no ideological differences between you!

**Mr. Drea:** Between Mr. Deacon and I?

**Mr. Chairman:** May we get back to the subject at hand, please?

**Mr. Drea:** Well, can I come back to them, since a great many of the foundations are multi-national; or let's get rid of the translation and say quite bluntly they are American-dominated. Is this a concern in regard to Canadian educational TV?

**Mr. Deacon:** Mrs. Hindmarsh wouldn't appreciate that.

**Mrs. Campbell:** He excepted it.

**Mr. Drea:** I excepted that.

**Hon. J. McNie (Minister of Colleges and Universities):** He said the majority.

**Mr. Ide:** I would think this is really a matter for our board, and I would be happy to discuss this with the board.

**Mr. Drea:** So it hasn't been a concern?

**Mr. Ide:** It has been discussed in general, but I think there was a concern by a number of board members about approaching foundations which have their base in the United States. But the matter has been discussed in general. I will certainly bring it to their attention in particular, and indicate there was a feeling from some members of the committee that this source of funding might be investigated by the authority.

**Mr. Drea:** Fine. So long as when you explain it to them, Mr. Ide, you make absolutely sure that you say, for the sake of my reputation, that Mr. Drea was not at all interested in the multi-national corporation as a source of any funds for education in this province.

**Hon. Mr. McNie:** Mr. Deacon was.

**Mr. Drea:** Could we come up to just about the last thing I want to discuss before I go



through a couple of things at the end? I'll be very brief.

Mr. Ide, the Ontario Educational Communications Authority is a Crown corporation. We hire you at a particular salary and I said last night, and it is one of the few times that Mr. Lewis and I have agreed on anything, we both agreed you were underpaid, and your staff too.

Mr. Ide, why should I concern myself, as a member of this committee, with the type of thing that I heard last night about morale and memorandums? You're a Crown corporation; you're the chief executive officer; you're hired to manage. I don't concern myself, and I don't think that the public asks me to concern myself, with whether the Canadian Broadcasting Corp. has good, bad or indifferent morale. I think they can point the finger, appropriately, whatever the internal operations are, to management. If they don't feel that the management is there, that again is one of the functions of having a Crown corporation. We really aren't supposed to be terribly concerned about the nitty-gritty, day to day, and have to make all the decisions.

Just from your point of view, at about 3 o'clock this morning—and perhaps my response was triggered by a conversation I had with Mrs. Campbell in which we were discussing certain things in a private way—I began to wonder, what am I doing here? I had heard all about your move; I had heard all about some people complaining; and the fact there was a lack of morale. You actually invited me, in a spirit of great fairness, to come up and sample the morale at ETV.

Mr. Singer: How do you sample morale?

Mr. Drea: He invited me to come up and talk to them, to see whether it was good or bad. Sample!

Mr. Singer: Look at it? Sample morale? That's an interesting concept.

Mr. Drea: Mixed metaphor!

Seriously, I've gone through this now for about two hours, eh? We've gone through a great number of technical areas and I've satisfied my curiosity, but for the life of me I don't understand what I'm expected to do about your morale problems, about whether producers stay or leave, all this kind of thing. Can you understand my feeling?

Mr. Ide: Yes, I understand your feeling and I'm sure that—

Mr. Drea: I'm not whitewashing or anything.

Mr. Ide: No, I realize that. But I'm sure that this will be a matter of concern to the board. I would hope that the board, as an independent body, would take whatever action it considered necessary to ensure that the charges in the public press are looked at and examined from an independent point of view.

I think the board will be concerned as to the public concern. The board will want to discuss the apparent public concern over the question of morale. I think it's properly the business of the board, and I would think that the board will take whatever action it considers appropriate. It is a fine group of individuals and a group of independent thinkers, and I am quite satisfied they will respond to whatever questions are being raised in the public mind.

Mr. Drea: The reason I raise this, Mr. Ide, is I believe it was Mr. Lewis who last night raised what I think is a very valid point. And I say this because I was in the communications business for 20 years.

The point that he was raising is, he said quite bluntly and quite candidly that he honestly believed there was no political interference, or interference of any kind with the operation of the authority. But what he was raising, at least as he saw it, was the artificial bogey that there was somehow in the mind of the authority—perhaps not at the senior level, but certainly at the middle level—some kind of an implied threat. He regretted that very much, because he didn't believe it was there, but he was concerned about the impact of that upon the creative abilities of the people who have to do it.

As I say, I was in the communications business, nine-tenths of it in print but a good one-tenth or one-fifth of it in the electronics end, and that is a very prevalent thought among employees, especially creative people, in that business.

For instance, Mr. Ide, I suppose it would startle you that people to this day still believe that while I was writing I was being told what to write and how to write it and what not to write, because certain things might be embarrassing or not along political lines. Mr. Ide, in all those years nobody ever bothered me. The peculiar thing is nobody believes that nobody ever bothered me.

Mr. Ide, when I had younger reporters working for me they were honestly convinced and very hesitant to go out and do things which they were, by talent and by experience,



equipped to do. Not because anybody was going to interfere with them, but because they thought that somebody might interfere with them and this might short circuit their progress within their profession and so on. I think one of the difficulties over the years in the field of public broadcasting has been the constant fear by people at the Canadian Broadcasting Corporation of this phenomenon.

Everybody agrees, and you stated yourself there's no interference whatsoever. As a matter of fact, there were times last night I thought you were almost wishing that there would be some interference, because you might get home a little bit earlier. What are we going to do in your authority to make it as absolutely clear as possible that the quality of programming and so forth determines the ability of the producer to carry out his task from conception to delivery, and that there aren't people from the outside peeping in and peeping out and worrying about what's going to be done?

The reason I ask that is because of this labour series. You went to great pains last night to say that the labour advisory committee had agreed that the scripts just didn't carry out the type of programming that it had envisaged. You were extremely defensive on that one; as though somehow in the labour field there had been some kind of a crack-down from the outside. You went to great lengths. You said even the labour advisory committee had agreed it was quality of programming that had temporarily sidetracked that one.

Now what are we going to do about the people in your authority who are the creative level, who have this fear?

**Mr. Ide:** You raise a difficult question. I can respond by saying what I've already done in this area, in my discussions with the staff on the question of perhaps whether or not there might be some influence from the outside.

I indicated that I had never experienced any influence from the outside. I asked them if they had ever experienced any influence from the outside and none of them had ever experienced any influence from the outside. I suggested to them that it was perhaps in their minds, that they were censoring themselves unnecessarily, and I suggested to them that they should produce the programmes according to their best judgement, and if there were problems that arose from that, then they might have something to worry about.

But up until now, nobody has really said "No" to anything on the basis of any kind of political interference or any attempt to influence our judgement. As a matter of fact, some of our best and most successful programmes have examined quite critically some of the major problems in our society and have not met with any criticism, either from the public or from any political party.

I'm not saying that there isn't the occasional individual who becomes very annoyed and writes a letter to the chairman of the board, and says that we can't have a programme that says this, or says that, or says something else.

But those sort of letters are expected regularly. I think if you are going to do provocative and exciting programming you are going to have to expect some kind of criticism, but the criticism has not been political. The criticism has only been on an individual basis.

The producers of the programmes and the people who have been in charge of programmes have been completely supported by the management in the stand that they have taken. Inasmuch as talk can help, I have attempted to talk to them. I think that most of the employees, if they were questioned, would respond in the same way.

**Mr. Drea:** Nonetheless, the fear is still there.

**Mr. Ide:** I am sure that fear is always going to be there. Anybody who is insecure is always going to worry about whether or not he is pleasing somebody or not pleasing somebody. What we have to do is encourage our own degree of sense of security in the organization.

**Hon. Mr. McNie:** Mr. Chairman, may I say a word here? I have kept quiet through the piece and hope to be as quiet as I can throughout the rest of the piece, but I was interested in Mr. Lewis's comments yesterday.

He made a couple of very strong assertions. You remarked on one, that he didn't feel there was any political interference. Secondly, he felt that the fears within the organization, whatever fears there were, were of their own creation. I think Mr. Drea has touched on it there, as well as in another area, the private sector.

I have also observed it over a number of years in communications in the private sector, particularly among creative people, the sensitivity to people leaning on them, either a client from outside or people from inside. I even found this in the ministry. When I

came into the ministry, I found that when I asked people for their thinking on things and said give it to me straight, there was a great reluctance to come through.

**Mr. Drea:** You knew of drop-ins, too!

**Hon. Mr. McNie:** It wasn't expected. One person even asked on one occasion, what happens if I give you some advice and I fall flat on my face? I said, so what?

Speaking, if I may, as someone who has also had some long experience with creative people, I think that this is a characteristic of people, particularly at these middle levels, who feel that there are these inhibitions that sometimes may be real but most often are not real.

That has been my experience in a very large context both in the public and private sector. I have some empathy for Mr. Ide and his ilk in trying to cope with this, whether you drop in or write memos or don't write memos or produce films or have chats with people.

It isn't the administrative environment that is so important with creative people as whether the environment is one that seems to foster creativity. That part of it is just where we have got the problem. Is it an absolute or do we have to expect that it is going to be changing? It is going to be a volatile kind of environment at all times if it is really going to be creative. Are we, as legislators, always prepared for it to be that volatile?

Somebody suggested we place a cost benefit analysis on everything, to make sure that it's representative in every sector, and that everything has paid for itself or has come as close to paying for itself as it can.

I was invited by Mr. Shields to take part in a programme with Mr. Pitman and Mr. Macdonald of the Ontario Council of Universities. I can assure you it wasn't scripted and I was fair game for one of the students from York University. I was fair game for all of them. I found it a very stimulating programme.

This was part of a number of programmes of like quality which I think most of their people there think they can produce without any fear of somebody jumping on them from on high.

It still leaves this great great problem of how you can reassure people like that, which brings me to my point, which is, what can the ministry do? We welcome any suggestions you might have, Mr. Ide, to reassure these people that they are untrammelled in

their creative efforts to deliver what their terms of reference and their mandate require.

**Mr. Drea:** Mr. Ide, what concerns me is that I came in here last night, and in the light of all the controversy I expected to hear things about the quality of programming, that it wasn't very good. I expected to hear that nobody watches the station. I was prepared to hear that in high schools the tapes and the film arrived in cans and were sent back at the end of the semester or the school year unopened; and that the level of people that you had wasn't compatible with trying to produce the kind of thing required.

It really flabbergasts me that after last night there wasn't a single real criticism. Mr. Lewis had some thoughts, but I don't really think there was real criticism there about the quality of your programming, or the quality of your artistic staff.

I think everybody was somewhat impressed by the growth of your live audience, if you want to call it that, on the broadcast. I think everybody was impressed with the three phase delivery system that you have. It is perhaps not the most efficient but it has to do, because of the logistics in the high schools and the geography of Ontario and so forth.

All the criticism seems to be about, and I think this is very odd for a communications thing, was the day-to-day practices—what I used to call the accountants—about certain business practices and certain auditing practices. That's all it is.

This concerns me a great deal because your prime function is to produce educational television and educational films and so on. However, the great controversy seems to be on your accounting methods. Not that that is not important, but in a communications authority I would suggest to you the least important thing, to me anyway, and I am very careful about money, is the nickels and dimes and the accounting and the business practices and the type of memo that has been sent out.

After discussing things with Mrs. Campbell last night, we began to wonder what we are spending the time on. As I say, none of the charges that I was perfectly prepared to hear, whether they were justified or not, even to have the accusation made, were ever made. Instead I get invited, along with the committee, to come up and sample the morale and the productions.

**Mr. Ide:** And the productions, which are most important.



**Mr. Drea:** I have just one last thing if I can sum up very briefly.

As I understood it last night, the thrust in the future is in terms of whether it is to be aired out or is to be cycled out or cabled out. At the moment you are roughly going along the same path as you have been. There is no plan to centralize or contract into one area. The delivery to cable systems isn't the entire answer vis-à-vis live broadcasting. The school situation is a question of time and space and so forth. Is there at any time in the near future going to be a determination of swinging off into one course, or are you still going to be branching out along the three?

**Hon. Mr. McNie:** Mr. Chairman, in all fairness, I think perhaps I should intervene here to this extent, so that Mr. Ide isn't unnecessarily uncomfortable.

As you know, the social development committee has made a very extensive study on the whole subject of the role of OECA and is examining these alternatives that you have been describing. Without inhibiting them, I should say that—

**Mr. Drea:** I had forgotten about that, Mr. Minister. In the light of that, I will read it in the report. I had forgotten about that one. Thank you very much, Mr. Ide. I hope I haven't been too long. It has been very interesting to me.

**Mr. Ide:** Thank you very much.

**Mr. Chairman:** The next name I have is Mr. Laughren.

**Mr. Deacon:** Mrs. Campbell.

**Mrs. Campbell:** I have some questions.

**Mr. Chairman:** I am sorry, you have already spoken on this item.

**Mrs. Campbell:** Yes, I have.

**Mr. Chairman:** There are other members who have indicated they wish to speak and haven't had an opportunity to do that.

**Mrs. Campbell:** Well, then, I would think that we should go to this side at this point, and if I am not to be permitted, Mr. Deacon was wanting to speak. Also, I think Mr. Singer wants to speak; is that not so?

**Mr. Singer:** Sometime, it doesn't matter when.

**Mrs. Campbell:** I'm not in any rush either, I have lots of time.

**Mr. Chairman:** According to the schedule I have here, Mrs. Campbell, you were the first speaker followed by Mr. Lewis and then Mr. Drea.

**Mrs. Campbell:** That is correct.

**Mr. Chairman:** The next name I had on the list was Mr. Laughren.

**Mr. Deacon:** I thought it went in party order.

**Mr. Chairman:** It did, but there was some opposition to that. I have no objection, since Mr. Laughren isn't here, Mrs. Campbell would you proceed, please?

**Mrs. Campbell:** Well, I'll yield to Mr. Deacon.

**Mr. Foulds:** If there's a little difficulty here, Mr. Chairman, I have a few questions.

**Mr. Chairman:** I can't see you, Jim.

Interjections by hon. members.

**Mr. Drea:** If I knew it was going to produce all of this I, you know—

**Mr. Singer:** Let's have a little more morality.

**Mrs. Campbell:** Mr. Chairman, Mr. Deacon wishes me to proceed at this time. Since I think I've been almost alone for a good part of it, I guess that's why I have been speaking more than once.

I don't subscribe to many of the things which Mr. Drea has said, and I do believe there is a function for this committee, where there has been criticism and where we have had, as I pointed out in the beginning, one-sided answers. I think that is the difficulty, that obviously we haven't been able to get the other side of the story in this committee. I would like to go back. I feel there is a big responsibility on us to pursue these matters. I would like to go back to the matter of the move to the Canada Square building and the employment of the consultants in that move. Could you tell me, in point of time Mr. Ide, when you consulted Integra?

**Mr. Ide:** I believe it was some seven months before the move in April.

**Mrs. Campbell:** Is that before or after you made the determination to move in the first place?

**Mr. Ide:** This was after we made the determination.



**Mrs. Campbell:** I see. Would it be fair to say, from what you said last night, that they were engaged because of your concern about the move and the rest of it? That was why you engaged them.

**Mr. Ide:** That's right.

**Mrs. Campbell:** Yes. Could you tell me on what basis the move was made, or the determination to make that move?

**Mr. Ide:** Excuse me, I have been speaking so long, if you will pardon me, Mr. Chairman, I've got a bit of laryngitis at this time.

The decision to make the move was because we needed to consolidate our establishment. We had four locations in the city of Toronto and this was obviously inefficient. We needed to bring all of our people together under the one roof.

**Mrs. Campbell:** Yes; well now, the decision for this specific space that you have now, would it be fair to say that it has turned out that, at least on the fourth floor, it was rather incompatible?

**Mr. Ide:** I don't think it's incompatible at the present time.

**Mrs. Campbell:** What steps did you take to try to find a suitable building?

**Mr. Ide:** Perhaps the secretary of the board might wish to respond to this. Mr. Mills.

**Mr. D. S. Mills (Secretary, OECA):** I don't know how much detail you want, Mr. Chairman, I have here a memorandum some three pages long which summarizes from the start the steps taken in connection with the selection of the location, and I would be pleased to read it if that would be helpful.

**Mrs. Campbell:** Well, I don't wish to have Mr. Mills read three pages. Could you just tell me what buildings you looked at and what brought you to the conclusion to go into this particular space?

**Mr. Chairman:** I would think, Mrs. Campbell, it would be better if he would read the whole thing unless it's a very long communication.

**Mr. Mills:** It will, I think, summarize it satisfactorily, Mrs. Campbell:

The following is a step-by-step history of the events that led to the authority's selecting the Transamerica building for its offices and presentation studio.

This, incidentally, is a memorandum from myself to Mr. Ide.

The OECA was established in the summer of 1970.

Before the establishment of the authority the educational television branch had outgrown several leasehold premises it then occupied.

The Department of Public Works was actively seeking new premises for ETV.

Instructions to DPW date back to 1968, but it was really in 1969 and 1970 that an intensive search for space was undertaken by the Department of Public Works.

During this period, more than 30 existing buildings, as well as a number of development proposals, were considered in depth by the Department of Public Works in consultation with the ETV branch.

None proved suitable. The most frequent reason for rejection was the fact that it did not lend itself to the technical, that is, studio and broadcast, facilities which had to be incorporated. Another reason for rejection was a location remote from public transit and/or other services required by the ETV branch.

By the early part of 1970, the ETV branch's space situation became extremely acute.

The government had announced its intention to create the authority, with greatly enlarged responsibilities.

The ETV branch, in co-operation with the Department of Public Works was instructed to pursue the possibilities of space in a new building.

Further site studies were carried out by the Department of Public Works and by the staff of the Department of Education.

The conclusions reached were that a new building along or near the route of the Yonge St. subway, and preferably in the Yonge-Eglinton area, because of its elevation for television antennae purposes, should be sought.

At that time, there were two projects contemplated at the Yonge-Eglinton intersection. The Yonge-Eglinton Centre was in the proposal stages, at the north-west corner of these two streets, and the other development was Canada Square at the south-west corner where the first phase, the Foundation building, was fully tenanted and the second phase, the Transamerica building, was also in the planning stages.

The Yonge-Eglinton Centre development appeared to become dormant for many months.

Officials of Canada Square, however, kept in constant touch with the department as their plans progressed.

No commitments were given to Canada Square, or to any of the other developers who were presented to the Department of Education during this period.

In July of 1970, the board of the authority was appointed.

Under the provisions of the authority's enabling legislation, the responsibility of finding leasehold space for the authority's staff, which was to include all of the staff of the Educational Television branch, as well as the new staff it required for its greatly enlarged responsibilities, fell to the board of the authority.

The Department of Public Works continued to assist, but only in the capacity of advisor.

In September of 1970, the authority took over, from the Department of Education, responsibility for the operation of Channel 19, Toronto, as well as the commitment given to the CRTC by the province that the programming for this broadcasting undertaking would be increased at the rate of 25 per cent per year over a period of three years.

On Sept. 19, 1970, Transortium—

and this is, Mrs. Campbell, what really triggered the thing at that point in time:

—Transortium Realty Ltd., the owner of Canada Square, gave notice to the authority, that it was not prepared to reserve space in the Transamerica building for the authority in view of the demands for that space.

By this time, the authority considered the construction of the Transamerica building to be sufficient advanced to assure completion at or about the project target date of Mar. 19, 1972.

The board of the authority invited Canada Square and the Yonge-Eglinton Centre to submit competitive proposals for the provision of leasehold space to the authority, in their respective developments.

Each developer was given the same criteria, and each was given the same deadline for submitting its proposal. Each was told that its offer must be its final and best offer.

The offers were submitted on Oct. 2, 1970—

Although the Yonge-Eglinton proposal, which is the one on the north side of Eglinton, was revised, with the consent of the authority, on Oct. 4, because neither proposal had been considered by the board at that stage; it was just two days later.

The following day, on Oct. 5, 1970, the two proposals, complete with architects' sketch plans, scale models and other supporting documents, were presented at a special meeting of the board of directors of the authority.

The board accepted the Canada Square proposal because it was more attractive in several respects, not the least of which was that it guaranteed a rental of \$6.95 per square ft, as compared with \$7.25 offered by Yonge-Eglinton Centre for some of its space and a higher rate for the remaining space.

The Canada Square offer [and this was an important consideration in the board's deliberations on this point] included the takeover by Transortium Realty Ltd. of the 1670 Bayview Ave.—

leasehold premises which the authority then occupied. That was, of all the authority's existing leases for the four buildings it occupied, that was the one lease that had many years to run. The building programme was timed to coincide with the expiry of the other leases; but this one lease, which was for the bulk of that building, was taken over by Canada Square as part of its offer.

A further important provision, in the board's consideration of the proposal, was the "very attractive option provisions for future studios above the TTC subway right of way between Chaplin Cres. and Berwick Ave., immediately south of the Transamerica building." The authority has options on that space for future development at a very attractive rate, which I can explain if it will be helpful.

The Canada Square offer also included options for additional space in the Transamerica building as requested by the authority.

And that is something that the Yonge-Eglinton Centre were not prepared to give us.

Because the transaction had to be approved by the Lieutenant Governor in Council [under the authority's enabling legislation] the full details of both proposals were investigated by the Department of Public Works and by Management Board—

and by the Secretariat of Management Board, before the deal could be concluded.

All concurred that the Canada Square proposal was not only the better of the two proposals received but also an excellent deal for the authority.

The authority was able to take possession on April 1, 1972, as planned.

The terms of the lease have turned out to be even more attractive than was anticipated in the fall of 1970. For example, our base rental is less per square foot than the prime tenant in the building, the Transamerica Group, is paying.

At the time this memo was prepared the Yonge-Eglinton Centre, which had been the alternative, was still under construction. I hope that is helpful, Mrs. Campbell.

**Mrs. Campbell:** Thank you. When you moved, were you thinking in terms of eventually getting into what I would call production yourself with these studios?

**Mr. Ide:** I think we were trying to keep our options open on this question, Mrs. Campbell. One of the things that we have to be very careful about is not to build studios that are not going to be used. In other words, we started with a small studio for presentation purposes; when that studio is used 24 hours a day, then we would consider adding additional studios to the system.

But with the direction that television is taking, not just educational television, I'm not at all sure that the direction is in studio production. There seems to be a move toward film rather than videotape as a primary production medium at the present time.

We've noticed that the BBC in Britain has followed this particular trend, and if this proves in fact to be more economic, then I think we would move toward film as a primary medium rather than videotape.

But that really is a matter to be investigated, and at the present time we are in the fortunate position of not having built and expended a great deal of capital in acquiring sophisticated studio facilities.

**Mrs. Campbell:** Would you clarify for me the move to film as opposed to videotape? You still require studios, to produce either film or anything else, don't you?

**Mr. Ide:** Well, a great deal of the production today is being done on film, because it is being done on location, and it saves moving a heavy production van around the province.

I think there will always be requirement for some studio space; in other words, any kind of presentation, any kind of panel show, any sort of topical work that you are doing will require a studio. But whether the studio requirements will be sufficient to justify additional space at this time, I'm not prepared to say.

**Mrs. Campbell:** Could you tell me how long it takes you to produce one of these 20-minute productions?

**Mr. Ide:** It varies with the sophistication of the production. A very simple production can be done in a matter of hours; on the other hand—

**Mrs. Campbell:** The viewing time is 20 minutes. Come on, Elie!

**Mr. Ide:** But a sophisticated production which requires, for example, animation and other elements, might take several weeks.

**Mrs. Campbell:** Can you tell me how much actual production time there was, say, in creating this series of 20-minute shorts?

**Mr. Ide:** I don't know whether I can give you an accurate answer to that question, Mrs. Campbell.

**Mrs. Campbell:** Let's face it, Mr. Chairman, what I am getting at is this: You have got a very expensive staff. I'm not questioning the salary per se; I'm questioning the numbers of people to produce programmes. I'm not looking at the individual salaries of them. Obviously, to me, it is important to know what is the down-time, if you like. What is the time engaged in actual production as opposed to the time when, if you were in a commercial operation, you would have ongoing overhead with very little production? Can I get that kind of a figure?

**Mr. Ide:** The only kind of a figure I can give you, I guess, is a figure of comparative costs—I mean, the number of hours of production that we do in a year and the cost of those productions—

**Mrs. Campbell:** All right, if you will give me the number of actual hours in the period that I suggested, perhaps that will get me some place.

**Mr. Ide:** You know that there were 297 hours of programming.

**Mrs. Campbell:** Viewing time.

**Mr. Ide:** Viewing time.



**Mrs. Campbell:** Yes. Well, I'm asking you how many hours of that is in actual production?

**Mr. Ide:** I would say that that took us most of the year with the staff that we had. It took us virtually the 12 months with the staff that we had available to us.

**Mrs. Campbell:** And that was ongoing at an even base throughout the year?

**Mr. Ide:** No, it is not. There is a certain cyclical aspect.

**Mrs. Campbell:** Well, that's what I was trying to get at.

**Mr. Ide:** That's right, yes.

**Mrs. Campbell:** So that during this period of time when you were filming these various projects, and allowing for the fact that you have to have time for research, the preparation of scripts and all the rest of it, which are vital, what actual time is spent in producing or filming your programmes, as opposed to the time when you are without production? I did ask for the production schedule.

**Mr. Ide:** I don't know whether the particular charts that we showed to you before the beginning of the meeting were satisfactory or not to you.

**Mrs. Campbell:** No.

**Hon. Mr. McNie:** Mrs. Campbell, just so that I can understand it, maybe I can give you a tangible example of what the problem is, as I see it.

For instance, I was asked to be on a "Provincial Affairs" show a couple of weeks ago. I went down to visit the CBC studio at the time I was supposed to have it shot. I sat up on a platform; it was the simplest way they could produce something—and they had a simple subject too.

But the fact of the matter was I sat there for the best part of half an hour with—I don't know, it is hard to tell in the dark—at least half a dozen people standing behind the cameras; we were waiting it turned out, for somebody to hand-letter or Letraset a card that was going to tell people who was on the programme—it hadn't been done before. Are you talking about that kind of overhead?

**Mrs. Campbell:** No, what I am talking about is the type of overhead that you have got with three general managers, seven programme officers—

**Hon. Mr. McNie:** There were a couple of managers on it.

**Mrs. Campbell:** Yes. And all these people: What do they do in between times and how do you allocate your budget accordingly? That's what I am after. I recognize the fact that if particularly you are trying to do it in an economic way, as I understand it, often in film making you pay more money in not having adequate provisions to get your shooting schedules done.

I happened to be on one of the programmes of ETV, and you know they made mistakes in getting material and they had to stop and wait until they could get the right material. I don't know whose fault it was, but if you are really concerned about the cost of things—and I think you have to have some concern even in the most esoteric sets of values—you have to have proper preparation for shooting.

**Hon. Mr. McNie:** On the other hand, by contrast, last Monday the ETV crew shot half an hour with Ron Ritchie and me and a freelance interviewer. It was just direct shooting of a half-hour programme which I don't think altogether took more than three-quarters of an hour to shoot; taking into account the time that was involved in setting up.

**Mrs. Campbell:** Let's put it this way. I am not making myself clear.

**Hon. Mr. McNie:** The preparation is very inexpensive.

**Mrs. Campbell:** You use CFTO studios. How much time was shot last year in CFTO studios?

**Mr. Ide:** Well, if I can just answer some of Mrs. Campbell's questions, Mr. Chairman. The number of hours expended in production and using the production facilities last year was 16,464 hours. That included editing, screening, film transfer, production dubbing, masters, archives, film transfers, non-broadcast dubs, VIPs, marketing, MRC copies, broadcast packaging, continuity, timing, utilization of editing facilities to prepackage channel 19 until dedicated facilities were available, and some scheduled hours for maintenance of the facility. The average production output for the OECA last year was 30 programmes per producer and per education supervisor. I think that particular output would compare favourably with any broadcast organization in this country, or indeed on the continent.

**Mrs. Campbell:** Unfortunately I don't have anything on the alternatives, or I can't hear from others who may have some other points of view. It is one of my reasons for still believing that this is not the correct committee to be going into the matter.

So there are areas of time when you are engaged, no doubt, in considering new programmes or new projects or something of that kind when you are not actually using studio time, if I may bring it down to the bare essentials?

**Mr. Ide:** There is no time in the year when studio time is not being used. Somebody is always using studio time; but at various times in the year certain members of the production staff will be in the planning and research process, while others are in the shooting and editing process.

**Mrs. Campbell:** I see. So that any criticism that there would be a rash of programming and then a stop, because either you had run out of funds or something else, is untrue?

**Mr. Ide:** I think that there is a cyclical element, as I have mentioned.

**Mrs. Campbell:** That's what I'm trying to get at. I wish we could get down to straight answers to straight questions. It would save us all a lot of time.

**Mr. Ide:** I thought, Mr. Chairman, that we had discussed this yesterday and that I had mentioned that there was a cyclical element to the production of educational programmes or, as a matter of fact, the production of any kind of television programmes. There are certain weeks and certain months when the production is relatively lower than it would be in other months.

It is impossible to get an absolutely even degree of production given the fact that we are on a yearly budget. If we had multiple-year budgets, I think we could even out the cycle. The charts that are available certainly show the degree of the cycle that existed and it's not, to my mind, particularly damaging.

**Mrs. Campbell:** If we could just get the answer without editorializing, perhaps we could get along faster.

Was ETV or OECA at any time under the ministry of the Hon. Mr. White?

**Mr. Ide:** If it was, it was only for a month or two during a transfer but I am really not sure of that. I think there might have been a period of one or two months before he transferred to Industry and Tour-

ism, when he was the Minister of Colleges and Universities and we were under the jurisdiction of Colleges and Universities.

**Mr. E. W. Martel (Sudbury East):** It's all part of the juggling act that goes on around here. You can't blame anyone for anything that way.

**Mrs. Campbell:** It seems that people wanted some suggestions about the fears of those engaged in the creative aspects, about what has been termed by two speakers, "the bogey of influence by government." Would it be during that time, perhaps, or was there during that time, the engagement of Ward Cornell, for example, as a consultant?

**Mr. Ide:** No, it was not during that time.

**Mrs. Campbell:** I see. He was a consultant and he was very close to government, right?

**Mr. Ide:** Mr. Ward Cornell was a consultant with the OECA before he had any connection whatsoever, to my knowledge, with the government of Ontario.

**Mrs. Campbell:** Or with any member of it?

**Mr. Ide:** Or with any member of it.

**Mr. Deacon:** Just Mr. White.

**Mrs. Campbell:** That's what the question was.

**Mr. Drea:** I think in all fairness to Mr. Cornell, he has a lengthy career in broadcasting, particularly in management.

**Mrs. Campbell:** I am aware of that.

**Mr. Martel:** He was being rewarded well for his services during the last election.

**Mrs. Campbell:** Yes, exactly.

**Mr. Drea:** I think at that time he was the manager of—was it CFPL in London?—when he was brought in as a consultant.

**Mr. Ide:** That's right.

**Mrs. Campbell:** Is it fair to say that perhaps there are or have been other persons, either on staff or as consultants, who have been close to one minister or another?

**Mr. Deacon:** Campaign managers and the like.

**Mrs. Campbell:** Yes, campaign managers, relatives, friends, or anything of that nature who might cause people to fear that there

was some threat to them. Would that be a fair question?

**Mr. Ide:** I don't believe that it would be accurate.

**Mrs. Campbell:** It isn't accurate?

**Mr. Ide:** No, not to my knowledge. It isn't accurate. With respect to Mr. Cornell, I can state quite categorically that when I employed Mr. Cornell I did not have any knowledge of the fact that he had any relationship whatsoever with Mr. White; or had been his campaign manager as has just been mentioned.

**Mr. Cornell,** and this may be considered as some kind of nepotism, was a former student of mine and a student for whom I had a great respect. There are other former students of mine who are also working in the Ontario Educational Communications Authority and, I think, working with some distinction. Mr. Cornell happened to be one of those and that is how I came to know Mr. Cornell.

**Mr. Martel:** The type of nepotism I am talking about has nothing to do with whether or not he was a former student of yours. I wasn't aware of that. The type of nepotism I'm talking about is the close ties with government.

**Mr. Chairman:** Mrs. Campbell still has the floor.

**Mr. Martel:** Right. I just wanted to clarify that.

Interjection by an hon. member.

**Hon. Mr. McNie:** Mr. Lewis doesn't share the concerns of the member.

**Mr. Martel:** Well, I'm not sure.

**Mrs. Campbell:** Mr. Chairman, I think it is important that we clear the air here, because Mr. Drea has been inclined to make sweeping statements about assumptions and presumptions. As far as I am concerned, in any organization which has friends of government or people with close ties with government on the staff, or as consultants, or anything else, one could understand—after the very elaborate description by Mr. Drea and the minister—the fears of these people that they may have to watch what they do. One could certainly understand that this would not allay their fears, if in fact they have these fears.

**Mr. Martel:** Sounds like all the defeated cabinet ministers in the last general election.

**Mrs. Campbell:** In any event, let us just look at it. The minister wanted some suggestions. I think maybe we could start right there, by looking at the staff and looking at the friends of government. I suggest that talking is not going to change the facts in this case.

Now, I have to go back somewhat to the matter of the gentleman who is engaged in the satellite programme. You must forgive me. This is not my area. I would like to know what in fact he is engaged on at this point. I recognize the sophistication of what will happen in a few years time. What is he doing now on the satellite programme at \$30,000 a year?

**Mr. Ide:** The incumbent of that position has been responsible for preparing a major brief which is being sent to the federal government. He has been responsible for meeting with the various representatives of the native peoples of the northern part of this province. He has been meeting with representatives of people from Thunder Bay and Sioux Lookout, who are very concerned in that area.

At the present time he is drafting a proposal for the specific kinds of productions to be prepared, hopefully by this authority, for use in helping to improve communications with the native peoples.

**Mrs. Campbell:** That sounds like a very worthwhile programme. Is any portion of this \$30,000 to be paid by the federal government under the satellite programme?

**Mr. Ide:** No, we would not expect to recover his salary from the federal government.

**Mrs. Campbell:** Or any part of it?

**Mr. Ide:** Or any part of it.

**Mrs. Campbell:** And the \$100,000 that you have set aside for this, is that in this budget?

**Mr. Ide:** Yes, it is.

**Mrs. Campbell:** Where?

**Mr. Ide:** It includes his salary.

**Mrs. Campbell:** It includes his salary. I see.

**Mr. Ide:** It includes his salary, yes.

**Mrs. Campbell:** So the \$30,000 of that \$100,000 would be found in the salaries and wages that you gave us, and would the balance be in the 950 productions? Where?



**Mr. Ide:** The \$100,000 is specifically referred to under CTS Project—salaries \$45,000, and operating expenses \$55,000. The salaries of \$45,000 include the \$30,000 for the executive director and also the salaries for two assistants.

**Mrs. Campbell:** Are his two assistants travelling and helping to improve the communications with the native peoples?

**Mr. Ide:** They are working with him. As you can see, two people have a total combined salary of \$15,000, but they are giving assistance there. The \$55,000 is for the development of pilot materials for use on the satellites.

**Mrs. Campbell:** Yes, I see. Now, you spoke today about teacher resistance and I know that I'm perhaps going to be deeply criticized by some here for taking you into the marketplace but I think I have some good precedent in Mr. Leighton, or Dr. Leighton as he was, in discussing the Banff school.

Who on your staff goes out to the teacher in the school to inquire and to research, if you like, the types of programmes they are interested in?

**Mr. Ide:** The people from the utilization section who have constant contact with the teachers in the school. Also the members of the various committees which, as far as in-school programmes are concerned, include up to three practising teachers on each committee to advise what the particular needs may be; and of course, the education supervisor is responsible for ensuring that the material in the content is relevant for the particular needs.

**Mrs. Campbell:** All right. Would it surprise you if I told you, for example, in discussing the early learning programme, that sadly I think your approach to that type of programming for use in the schools is really perhaps not branching out into the new type of training of the young which is, as I understand it, teaching for the child where the child is the focus of the educational programme? In order to use your type of material, it's almost the same as before—and this came as a surprise to me in the teaching of French because I thought French in an early learning programme was an excellent idea until I discussed it with those who were experts—it means that the classroom becomes a teacher-oriented classroom?

Have you anything to state about your philosophies about this as opposed to those who are experts in the field?

**Mr. Ide:** We do have a list of members who advise on terms of the early childhood and they are as follows: Dr. Phyllis Lveck, the University of Guelph; Mrs. Rea McGarry, Association for Early Childhood Education; Mrs. Elizabeth McGoogan, early childhood education committee, OTF; Miss Sylvia McPhee, Ministry of Education; Mrs. Harry Pilkington, a parent; Mrs. J. M. Priddle, Ontario Federation of Home and School Associations; Sister Grace Roddy, Federation of Catholic Parents-Teachers Associations; Dr. Edward Rosen, psychiatrist, Toronto; and Miss Elsie Stapleford, Ministry of Community and Social Services.

**Mrs. Campbell:** So you have two there who have expertise in the early childhood programme? Are these teachers?

**Mr. Ide:** The representative from the Ontario Teachers Federation, from their early childhood committee, must be a teacher, I'm quite certain that Miss Rea McGarry, Association for Early Childhood Education, must be a teacher, although I don't have that knowledge personally.

In addition, there have been other individuals who have been involved with the early childhood area. In addition to the ones that I have mentioned, we have Mrs. Evelyn McKee and staff of the Jesse Ketchum day-care centre in Toronto and Mrs. Helen Gaston and Mrs. Barbara Bowman of the Etobicoke Board of Education. So I think we are well advised.

**Mrs. Campbell:** To what extent are these people involved? I realize that they are asked to come to meetings, but how are they involved in the programme?

**Mr. Ide:** I presume that they give their professional advice and I think that you have to determine whether or not the programme is a success by looking at the resulting product.

The "Polka Dot Door" series, on which we have put our primary emphasis, has been highly successful and has been extremely well received. It won a silver medal at the Atlanta film festival.

At the same time, I just received the day before yesterday a letter from a consultant from the Lakehead Board of Education. I have forgotten the lady's name. She wrote most enthusiastically about the effect of the "Polka Dot Door" programmes in her early childhood groups. She was using them in interactive group sessions, as she referred to them.

Although I am not an expert myself in early childhood education, Mrs. Campbell, at the same time I do feel that it is a series which has brought great credit to the authority, and I think would stand up with anything that is being produced elsewhere in the world.

**Mrs. Campbell:** Mr. Chairman, I have heard high commendation for the series. I'd like to take your mind back now to what I opened with. Isn't there a difference between a series which may be successful in the sense that children look at it in the home, as against the use of it in a school which is using the early childhood learning process?

**Mr. Ide:** This letter from the Lakehead Board of Education consultant was about the use of it in the school situation. I would be glad to send you a copy of the letter, if you would like to receive it.

**Mrs. Campbell:** You have given us statistics about the viewers and the use of this equipment in the schools. On what are your statistics based? The fact that they have the equipment or the amount of use of it? How do you assess the amount of use?

**Mr. Ide:** The Ministry of Education conducts a survey three times a year on our behalf with respect to the utilization in the schools. We rely on the results of their surveys.

**Mrs. Campbell:** It is interesting because those whom I know in the field, who are active in the field in the Metropolitan Toronto area, advise me that teaching French using your productions is really only oriented to the old method of teaching, where the teacher takes charge of the class and the students sit at desks and do what the teacher wants them to do at any given time of the day, whereas the whole thrust of this educational system is entirely the opposite.

Since in certain areas it is only used in the school on the demand of the children in the class, I asked could they give me some idea how often a child would demand it. They said very seldom, because in those areas they are more concerned with the muscle equipment and this sort of thing than they are with sitting down watching.

If they do sit, they really are not that interested. Quite often, it results in getting into battles in the classroom because they want to get on about their chores. How much have you or your 331 staff members done, and how many of you have been able really

to look at this situation to see whether what I am hearing is correct or whether the statistics you are getting are correct?

**Mr. Ide:** I think that the statistics that we are getting are correct. I would have to say that I have the greatest confidence in the people in the early childhood section, and I would think that this opinion would be verified if you surveyed the field. I think they have done an absolutely outstanding job in the province. My 331 staff members have taken a bit of a beating in these estimates. I would just like to say a word in praise of them, because I think we have very many highly talented and creative individuals. I am sure that they are held in the greatest respect by their colleagues in the field.

**Mrs. Campbell:** Mr. Chairman, I have not heard one word of criticism as to the talent of the staff. As far as I am concerned I would be the last to criticize. I did point out that I thought some of them were very vastly under-rewarded for the efforts they made—particularly those responsible for prize-winning programmes, such as "Joan." They certainly were not in the higher echelon, salary-wise, of your organization.

I am not questioning their ability, but what I am questioning—you can get all the ability in the world together—is I don't know whether we can always afford it, the ability, unless we are seeing some results from it. That is what I am concerned about.

Now in the programme I saw—forgive me, I can't recall the name, I referred to it the other day, a very challenging new show—a good grasp with which I heartily concurred. What was the name of it?

**Mr. D. Walker:** "Prophecy."

**Mrs. Campbell:** "Prophecy," yes. I should remember that, we have so much of it around here. That is an example of a programme obviously intended for adults. What was the cost of that programme?

**Mr. Ide:** I am not aware of the specific cost, but I wonder if Dr. Miller might have it here. We can probably get the cost of that particular programme for you. I thought the programme was a superb programme. I agreed with you.

**Mrs. Campbell:** Yes. I thought it was too, but I have to consider this. Do you think it possible that in the development of educational television in its growing stages that—as Mr. Drea, I think, was saying—you should not be involved in the first instance in de-



veloping such programmes, great as that one was, at the expense of the programmes in the school? You yourself said the school programmes are not being developed for use where they can be used.

**Mr. Ide:** I think, Mr. Chairman, that I have got to say to Mrs. Campbell that creative people need a chance to try their wings at something. This particular programme "Prophecy", was a special. We authorized 10 such programmes last year and we call them specials. They don't necessarily have to fit into any particular category, but they give a chance to those people with some ideas who want to see if they can translate the ideas into first-rate television with adult educational content. "Prophecy" obviously has this. The whole question of superstition is one with which we are all concerned. I think this programme dealt with it in a very effective manner, but I think that you have to give—

**Mrs. Campbell:** Almost startling!

**Mr. Ide:** Almost startling. I think you have to give some of these people a chance to try some things. Now this particular programme worked out very well and I don't think, in fact, we are going to lose money on "Prophecy". I think this is—whatever the cost—one of the programmes that we will be able to recover because of its overall excellence.

**Mrs. Campbell:** This isn't the \$43,000 one?

**Mr. Ide:** No.

**Mrs. Campbell:** I can understand when you have people aching to do creative things that it can be difficult. Nevertheless, I would just point out to you that I think it is a problem if, in fact, you are not fulfilling your obligation in a primary way. I was taking the two ends of the field, if you like, to question because I think it was the only way that I could make an effective criticism that you and I would understand.

The experts with whom I have discussed the early training programme tell me that you have to use the primary mode and not the secondary mode in that programme. It would be interesting to hear from those who disagree. I wonder what the viewing audience for "Prophecy" was and would you think it would be a limited—

**Mr. Ide:** I think it would have a pretty substantial adult audience since, for example, it was extremely well reviewed in both the Globe and Mail and the Star and, because of that review, it would likely get an audience of something in excess of 25,000 people.

**Mrs. Campbell:** In any event, I would like now to look at those people who have accessibility to your studio, to your programme, to your productions and whatever; and I wonder how broad the group really is. Apart from the teachers' federation and the home and school association, what others have this kind of accessibility at the Ministry of Education?

**Mr. Ide:** We try to draw the entire educational community. I mean this is a pretty big chunk to bite off and I wouldn't want to pretend that we have succeeded in involving the entire education community. We have, for example, had contacts and meetings with the librarians of the province and we have had meetings with the adult educators in the province—

**Mrs. Campbell:** I'm not talking about meetings. I'm sure you meant that everybody in the world has access, but do librarians have the same accessibility as the teachers' federation?

**Mr. Ide:** I would say not as yet, no, they don't.

**Mrs. Campbell:** But they are in the educational field.

**Mr. Ide:** Yes, we hope that we can utilize their professional services in the future.

**Mrs. Campbell:** I wonder why they wouldn't particularly with an open education sort of programme?

**Mr. Ide:** As you have mentioned, Mrs. Campbell, we have had meetings with them and we have librarians on our regional councils. We have attempted to involve them. We haven't done anything specifically in terms of programmes for the libraries per se, but if you ask "Why haven't we?" I suppose that it would be the same answer that I would have to give to another number of such questions, and that is that we simply haven't had time to meet with everyone, to involve everyone, in the less than three years that we've been in existence.

**Mrs. Campbell:** You anticipate that you might, notwithstanding what you've said about your very attractive options for further studio space over the subway. I take it to the—

**Mr. Ide:** South.

**Mrs. Campbell:** South. They can develop some.



Mr. Ide: Yes.

Mr. Deacon: Surely not over the subway where it vibrates?

Mrs. Campbell: The studio is on a cushion, I take it.

Mr. Ide: That's right.

Mr. Deacon: No extra cost?

Mr. Ide: Not for us.

Mrs. Campbell: Apart from that, would it not be very difficult for you to move out of those quarters, if you should find that at any time they became unsuitable, with the cable construction that you have?

Mr. Ide: We weren't anticipating moving out of the building in the near future. I presume that any move of any broadcasting organization with sophisticated electronic equipment would be expensive and difficult.

Mrs. Campbell: What was the total cost of the move?

Mr. Ide: I think the cost was about \$1.4 million, and that included, of course, the capital equipment for the editing rooms and the studios and the cameras and this kind of thing.

Mr. Deacon: Didn't you already own those?

Mr. Ide: No, not all. We owned some of the material. We didn't own the cameras and we didn't own the lighting and we didn't own a substantial amount of the film editing equipment.

Mrs. Campbell: Wouldn't it be fair to say then that in Mr. Drea's questioning of you over the move, he was relating your move to that of a move of a newspaper in daily production? Isn't it a fact that basically you were concerned with moving people who worked in offices? Your equipment came later—cameras and everything else—and your \$1,400,000 was the cost of moving people—moving, I'm sorry. Isn't that a fact?

Mr. Ide: I think a lot of the people are in offices, Mr. Chairman, but I think that we can say that we are just moving equipment. We have 26 producers and we have something like 26 or 27 education supervisors. These people must have offices, but—

Mrs. Campbell: Mr. Chairman, I don't want to labour the point, but Mr. Drea did

spend a considerable period of time indicating that this was a move of a very sophisticated nature by reason of the fact that you were moving, in essence, a corporation dealing in the production of television, videotape and other things, and in fact, that wasn't the case at the time of the move.

Mr. Ide: I don't see why it wasn't. We had to move all this equipment, Mrs. Campbell.

Mrs. Campbell: The equipment that you bought?

Mr. Ide: The equipment that we bought had to be installed. The equipment that we moved had to be transferred. So that the problem is there.

Mrs. Campbell: As far as your production not having been stopped during this period, were you, in fact, in production during this period? Were you in production at Bayview, or were you in production elsewhere?

Mr. Ide: We were in production. For example, the number of hours of production editing in April was 336, the number of hours of production editing in May was 224, the number of hours in June was 488, the number of hours in July was 552 and if I come—

Mrs. Campbell: Where were you in production?

Mr. Ide: That is the number of hours of production. I'm just indicating that a substantial amount of production was going on.

Mr. Chairman: Excuse me, Mrs. Campbell, because of the hour I would like to suggest that we should prepare to adjourn now. I would also suggest to the committee that because of the commitment made by the authority for some months to go to—I believe you said Thunder Bay—

Mr. Ide: That's right.

Mr. Chairman: —that we should return on Monday at the normal time after the question period, and that we would discuss other matters in this item at that time. We would request the presence of the authority here on Tuesday after the question period.

Are you agreeable, Mr. Minister?  
Committee, agreeable?

Mr. Foulds: Agreed.

The committee adjourned at 1 o'clock, p.m.

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# Legislature of Ontario Debates

## **STANDING COMMITTEE ON SUPPLY**

**Estimates, Ministry of Colleges  
and Universities**

**Chairman: Mr. S. B. Handleman**

**OFFICIAL REPORT — DAILY EDITION**  
**Third Session of the Twenty-Ninth Legislature**

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**Monday, June 18, 1973**

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**Speaker: Honourable Allan Edward Reuter**  
**Clerk: Roderick Lewis, QC**

**OFFICE OF THE SPEAKER**  
**PARLIAMENT BUILDINGS, TORONTO**  
**1973**

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# LEGISLATIVE ASSEMBLY OF ONTARIO

MONDAY, JUNE 18, 1973

The committee met at 3:10 o'clock, p.m., in committee room No. 1: Mr. R. B. Beckett in the chair.

## ESTIMATES, MINISTRY OF COLLEGES AND UNIVERSITIES (continued)

On vote 2405:

**Mr. Chairman:** Is the committee prepared to commence without the normal quorum, with the hope that they will be coming in very shortly? Any objections?

When we adjourned on Friday last, Mrs. Campbell had the floor.

**Mr. F. Drea** (Scarborough Centre): Mr. Speaker, if I might interrupt. I would like to raise a point of privilege.

**Mr. Chairman:** I am not the Speaker, I am the chairman.

**Mr. Drea:** Deputy chairman.

**Mr. Chairman:** Thank you.

**Mr. Drea:** May I raise it?

Mr. Chairman, I have in my possession here a newspaper article from the Brantford Expositor on June 15, 1973. Before I commence in this—because I'm going to raise some very serious points—I want to say that I absolve a particular member of this committee who was mentioned in this article of having anything to do with it.

**Mrs. M. Campbell** (St. George): It must be me.

**Hon. J. McNie** (Minister of Colleges and Universities): As long as you don't name names.

**Mr. Drea:** No, I am not going to name names at the moment.

While Mrs. Campbell's name is used in this quite a bit, I want to make it quite clear at the very outset, because of some of the things I am going to say later on, that I am quite sure in my own mind, in fact absolutely sure, that she had nothing to do with it.

In any event, Mr. Chairman, this article is from the Brantford Expositor and the headline on it is, "Tory Filibuster in Committee Forces Marg Campbell To Stay in Legislature." I'm going to read this, Mr. Chairman, because it raises, I think, some very serious allegations. It is datelined Ayr.

Mrs. Margaret Campbell, MPP for St. George riding in Toronto, was unable to address the annual meeting of the South Waterloo Liberal Association here Thursday night, after Opposition Leader Robert Nixon told her she would have to speak at Queen's Park at 8 p.m.

Substitute speaker Daniel Slater, executive vice-president of St. George riding, said Mrs. Campbell had been conducting an investigation into the use of a 1972 \$12.8 million budget allotted to the Ontario Education Communications Authority and was going to present her findings before the House Thursday afternoon.

Mr. Slater said the Conservatives took the floor in the committee room, filibustered, left to vote and then came back and said they would not discuss the issue until 8 p.m. "The Conservatives knew she was due to speak here tonight," said Mr. Slater. "They thought she wouldn't be in Toronto to speak, but Mr. Nixon told her to stay."

Mrs. Campbell made headlines during the March 15 by-election when she upset the Conservatives in their St. George stronghold. "They (the Conservatives) purposely prevented her from appearing because they wanted her voice stilled," said Mr. Slater.

He said Mrs. Campbell had an active interest in Ontario education because Ryerson college and the University of Toronto were in her riding and many students helped her during the election. "Mrs. Campbell believes the present government's education policy is turning students into functional illiterates," he said.

Mr. Slater said Mrs. Campbell knew that \$3.5 million of the OECA budget was spent on "actual programming." "We wanted to know in detail what happened to the rest."



"The OECA was paying Harry Davis, chief engineering consultant, \$300 a day — what for is anybody's guess," he said. Mr. Slater said Mrs. Campbell was also questioning broadcaster Ward Cornell's ability to be a director on the OECA.

"This is what she is doing and this is why she is not here tonight," said Mr. Slater. "Something has gone wrong since the general election in 1971. We have a government that does not want to involve people in politics."

During the meeting the following association officers were named: president, David Charlton; first vice-president, Rene Levand, and treasurer, C. E. Chase.

All officers except Mrs. Vincent, who lives in Ayr, are residents of Cambridge.

Mr. Chairman, that is the end of the article and I've read it in its entirety.

Mr. Chairman, I would like to point out to you, from the blacks of June 14 in the afternoon session, that the following people spoke. Mr. Bounsall spoke, Mr. Martel spoke, Mr. Foulds spoke—all of them, I may say, on very worthy topics. Mr. Bernie Newman spoke, again on a very worthy topic.

Looking at the blacks, Mr. Chairman, I am now down to 4 o'clock, and we commenced at 3, I believe—in fact I'm now down to 4:20, Mr. Chairman, and there is yet to be a Conservative speaker. Down to 4:30, there is yet to be a Conservative speaker.

Again I want to make it absolutely plain. There are no aspersions cast on the topics that were raised by Mr. Newman, Mr. Martel, Mr. Foulds and Mr. Bounsall; they were all very good topics.

I'm up to 4:40 on that day and I see no Conservative speaker. As a matter of fact, I have to go until 4:50, p.m. At that point Mr. Parrott spoke. I point out to you, Mr. Chairman, that following Mr. Parrott, who spoke less than 10 minutes, Mrs. Campbell spoke briefly. Again I have no quarrel with what Mrs. Campbell raised at that point; I didn't agree with it, but it was a valid point.

At 5 o'clock, Mr. Chairman, still no Conservatives other than Mr. Parrott. We come to 5:10 to 5:20 p.m., Mr. Root spoke briefly; Mr. Laughren spoke briefly. Somewhere around 5:20 p.m., the particular vote was carried.

I point out to you that the member for Scarborough Centre did intend to speak on a subject but the vote was carried prior to my speaking. In the interests of abiding by

majority decisions, Mr. Chairman, I did not speak.

Then, Mr. Chairman, you assumed the chair and there was if I recall correctly, although it's not in the blacks, a discussion as to how we would proceed to the next item, whether we would go one by one or whether we would take the one that more people were interested in. It says here, Mr. Chairman:

*Mr. Beckett:* Mr. Chairman, excuse me, surely we should not try to fiddle around; let us adjourn until 8 o'clock.

*Mrs. Campbell:* No, no, no!

But I don't think—we had a motion to adjourn and people voted for it.

*Mr. J. F. Foulds (Port Arthur):* If I could just interject; I understand there was a vote in the House at that time.

*Mr. Drea:* Yes, there was.

*Mr. Foulds:* And we adjourned to attend.

*Mr. Drea:* Shortly after.

*Mr. Foulds:* We would have had about 10 minutes before the regular adjournment time after getting back from that vote as it turned out.

*Mr. Drea:* Mr. Chairman, we have in a newspaper of some renown a very prominent article that members of this committee deliberately filibustered in order to embarrass or to delay, or somehow to attempt to silence, another member of the committee, which is a very serious allegation.

There may be times in the committee when we feel that some people speak far too long. They may be off on something that's particularly interesting to them alone, and we may have private views on this. Certainly, Mr. Chairman, I have known of no committee in the House—at least that I have been on and I certainly have never heard of any other one—where a deliberate filibuster was put on for the purpose of embarrassing somebody.

It seems to me that something is going to have to be done about this and I, for one, do not intend to write this newspaper and say, as a Conservative, that I can assure readers there was no Conservative filibuster because that throws an onus on my friends Mr. Bounsall, Mr. Martel, Mr. Foulds or Mr. Laughren to have to write their letters saying that there certainly was no filibuster by them. Or Mr. Newman; I think it probably would be more embarrassing for Mr. Newman than for anybody else to have to write a letter.

It seems to me, Mr. Chairman, that there are provisions within the rules for dealing with a situation like this. Here we have a person—whether or not the person was in the committee I don't know—who nonetheless took the opportunity at the first instance to show utter contempt for the internal operations of this committee; utter contempt for the members of this committee; utter contempt for Mr. Handleman, and presumably yourself, because both of you were chairman that day. It seems to me, Mr. Chairman, that while it is rarely used, the time has come perhaps for there to be an example made on this kind of thing.

Mr. Chairman, I think that as a committee we should ask the Speaker to review this particular newspaper article in the light of the Hansard reports and, when he determines the accuracy of what I have been saying, that he be directed to look into the possibility or the probability of bringing contempt proceedings against Mr. Daniel Slater, who took it upon himself to make these remarks on Thursday evening for purposes best known to himself.

Mr. Chairman: Thank you, Mr. Drea. I have consulted the standing orders and it indicates that matters of privilege should be taken into consideration immediately. The only thing that I can say to you is that I will take this matter under advisement and will consult with the Speaker at the earliest opportunity.

Mr. Drea: Do you want me to file the blacks?

Mr. Chairman: Thank you.

As I was saying before, my recollection is that we have arranged that we will deal with the Ontario Educational Communications Authority tomorrow when they have returned from their special meeting in Thunder Bay. It was the opinion of the committee that we could carry on with items within item 2 of vote 2405.

Under our procedures, Mrs. Campbell, you have the floor.

Mrs. Campbell: Well, Mr. Chairman, we went to the Ontario Educational Communications Authority, took it out of the vote and were dealing with it separately. Do I take it now that I am addressing myself only to the Royal Ontario Museum, and that that will then circulate? Or am I dealing with all of the other matters?

Mr. Chairman: It was my understanding that we are dealing with all of the items

within Item 2 of Vote 2405, with the exception of the Ontario Educational Communications Authority. In other words, all the items there except the one.

Mr. Drea: Mr. Chairman, I thought that once the speakers were picked we were going to stick to one topic.

Mrs. Campbell: One topic at a time?

Mr. Drea: I thought that was the understanding.

Mr. Chairman: Well, I am sorry—

Mr. Drea: I don't care, it just seems to me to be a little more orderly.

Mrs. Campbell: I just want some direction.

Mr. Chairman: I know what you mean, I'm sorry, you are referring to the fact that if a speaker starts on the museum, everyone would continue on the museum.

Mrs. Campbell: Yes, that's my understanding.

Mr. Chairman: That's right.

Mr. Foulds: If I may interject, Mr. Chairman, I think I indicated on Thursday or Friday that we would like to make a statement with regard to cultural policy generally. Now that wasn't possible on the Thursday evening because the debate had been narrowed down to OECA; when it becomes our time to speak I would like that privilege, Mr. Chairman, before we get into specifics.

Mr. Chairman: I don't think there will be any problem there, Mr. Foulds. If, by example, Mrs. Campbell, having the floor, starts with one of them and you wish to contribute, it's not going to stop you from making a cultural policy statement at any stage.

Mrs. Campbell: Mr. Chairman, dealing first with the Royal Ontario Museum: Certainly it is important that the people of this province should support this activity. I must say that I have some concerns about some of the publicity surrounding the museum. I have had one or two calls and I can anticipate more as a result of the publicity this morning.

We all recognize the fact that the contribution by the people of this province would not be adequate in any way to support the tremendous work of the museum. But there are people very much opposed, for example to the sales tax, who feel very strongly there



is an elitism setup here. There are these parties and things for which invitations are issued, and they feel it gives the impression there is an inner group functioning. I may say I have sought to advise these people that we do need people willing to concern themselves with this activity, and that undoubtedly, through private subscription in our particular method of funding cultural matters, this has to be encouraged.

I point this out, however, as an example of a feeling that I am now getting from some people and as a feeling I've had in the past about the same sort of thing.

Certainly, the people of this province at this point are feeling the pinch of taxation, particularly from the sales tax. They are inclined to be somewhat resentful. However, there have been only one or two cases so far of this sort indicating resentment of a private inner group running a public system supported by taxes.

Hon. Mr. McNie: Well, Mr. Chairman, with reference to the item that Mrs. Campbell is referring to—and as I pointed out to her earlier—this is a dinner that is being privately funded. These are people who are interested in museum work and they choose to mark these special occasions—and this is a special occasion, the opening of this costume exhibit at the Royal Ontario Museum—in this way. I suppose when they see it in the social pages it draws that much more attention.

Mrs. Campbell: It causes concern.

Hon. Mr. McNie: If I may say so, in six months this is the first time—without making any particular judgement on their work—that our name has appeared in the social pages.

Mrs. Campbell: Oh, Mr. Minister, I wasn't referring to criticism of you.

Hon. Mr. McNie: No, I realize that.

Mrs. Campbell: I was referring to general criticism of people being forced to pay taxes when they can't afford to. I mentioned criticisms being made and referred to them because I think they have some validity. It is important that those of us who are working in this area should be aware of some of the comment which we probably would not otherwise hear about. I am sorry I did not mention that you had advised me it was a privately-funded function. I don't think people are so much concerned about who funded it as they are about the elitism they are questioning.

Hon. Mr. McNie: I wish the press would be as concerned with the kind of investment the museum has made, for instance in "museumobiles," which for a total cost of \$35,000 have done just a fantastic job of outreach. And perhaps the press should show a little more concern about the kind of investment that's being made in some of our retired sports heroes, to the extent of \$1 million plus. These, I think, are some of the paradoxes we all observe as we read the newspapers.

Mrs. Campbell: Yes, I would say that generally my view has always been that there should be a greater outreach across this province. All of the people of the province should have greater accessibility to the museum, the art gallery and other institutions. We really spend little enough, basically, on public support.

Certainly, I am aware of the kind of dedication people bring to these institutions, and what we would do without these people, I'm not at all sure. But I'm pointing out just what can create some problems that I think are very real. Because, while cultural educational programmes generally are of vital importance to any modern society, we still have to recognize the fact that there are those people who are living at a subsistence level who cannot quite grasp this situation, and one can't blame them when they fail to do so.

Speaking generally on the question, I think that is all I can usefully say at this time. I would like, however, to understand the one item of the Royal Botanical Gardens, if I might.

Hon. Mr. McNie: With reference to the museum, one of the phenomena about the museum is the attraction that the museum has for people from the very sectors you refer to. It is a phenomenon. Last year the attendance was over 1,375,000. I think perhaps we have taken it for granted, in many ways, it's been around so long. As I look at the investment the government's been making, I suspect that the increases are not proportionate to the needs of the museum and I hope that we can see some improvement on that in the years ahead.

Mr. J. Duksza (Parkdale): Have you a breakdown in terms of school children?

Hon. Mr. McNie: How much of that is school children? If Mr. McCullough hasn't, I know Mr. Tovell will be able to tell us how many of those were school children.



**Mr. Duksza:** Just roughly. It's the quick-est criteria of how—

**Hon. Mr. McNie:** How many of the 1,300,000-odd would be school children?

**Dr. W. M. Tovell** (Associate Director, Royal Ontario Museum). Roughly a quarter of a million. We have had 250,000 school children at the museum and the planetarium.

**Hon. Mr. McNie:** That is even less than I thought. I would have thought the school children would have been a larger proportion of the 1,350,000.

In addition to that the ROM is operating at capacity in other ways, through the theatre, concerts and in other respects. It has a membership of over 5,000, which I think is some indication of the general interest in it. There is no per diem payment to the directors and I think that—

**Mr. Chairman:** Mr. Minister, can we know who that speaker was, for the record please; the one who gave us the figures?

**Hon. Mr. McNie:** Dr. Tovell, associate director of the Royal Ontario Museum.

**Mrs. Campbell:** I would like, on that point, to say this, that one of the things which I did find difficult when I was engaged in the municipal level was I did have people with children who wanted to attend a Saturday morning programme. It was just too much money for them to be able to afford the transportation and lunches and so on. I would like to see some way in which perhaps within your galaxy of ministries you could arrange for assistance to those children within the Metropolitan area as well as those from outside it to participate more fully.

**Hon. Mr. McNie:** I think the whole question of charge for services is one that is being examined by the ministry. There are some paradoxes right now among the agencies which are being served by the ministry.

**Mrs. Campbell:** Could I have some word on the Royal Botanical Gardens or are you going to—

**Mr. Chairman:** I think we will try the museum first.

**Mrs. Campbell:** All right!

**Mr. Chairman:** Mr. Foulds.

**Mr. Foulds:** I would like to start, Mr. Chairman, by declaring my biases and prejudices and conflicts of interest. I worked for

many years in an amateur theatre group in Thunder Bay and worked for many years on an arts council in the city of Thunder Bay. I feel very strongly that this aspect of our life in this province is not receiving nearly the recognition it should. I'm glad to see the steps the ministry has taken over the last year or year and a half.

I suppose the establishment of a cultural affairs branch as such within your ministry is certainly a step in the right direction because I think it should provide the umbrella, if you like, to pull into harness—and there's a mixed metaphor for you—a number of programmes that unfortunately have split, and to some extent still are because of the split between your ministry and the Ministry of Community and Social Services. The split in the development of cultural life in the province is going to continue to some extent and I would urge your ministry and your officials to try to take whatever steps you can to alleviate that.

I notice, for example, going through the estimates that the budget of the Province of Ontario Council for the Arts or the Ontario Arts Council, whichever nomenclature you are using these days, was raised from \$3.4 million last year to \$5.1 million this year. All I can say is good for you. We in this party would have no objection if you tried to double it again next year.

**An hon. member:** Don't get too calm down there.

**Mr. Foulds:** However, having said that, there is one slight, niggling doubt I have in my mind. I'm afraid that often, unfortunately, the grants tend to go to the establishments within the arts world, to the Stratfords and the Shaws, and so on. I would like to see a recommendation that was put forward by the conference of, Direction Ontario I believe it was, that the funding for those cultural museums, those cultural assets that have become big business for the province, be somehow withdrawn and funded separately as recognizing that they are, in fact, cultural assets but tend to be museums and tend to serve, if you like, the cultural elite and the tourists.

I know that the various agencies within your ministry, particularly POCA, have made real efforts to diversify their interest throughout the province, but I would like to see that direction taken even more strongly. I would like to see more attention given in terms of funding to young and experimental groups and to more individual artists. I find

myself always in a bit of dilemma when speaking about the arts, the development of culture and so on in this province, because as a socialist I know that artists aren't very favourably inclined to my particular political philosophy.

Artists tend to be individualistic. They tend, except for drama, dance and film, to work individually rather than collectively. So I suppose I understand that there isn't much political gain to be made in making the remarks that I do.

**Mr. Drea:** Jane Fonda will love you.

**Mr. Foulds:** I'm not sure whether you meant that figuratively or literally, but I hope my wife doesn't read the blacks of the committees.

**Mr. Drea:** Your wife is too cute to be bothered by that.

**Mr. Foulds:** That's true!

Having got that on the record, I'd like to make a few observations about the people that we label artists, and we do tend to label people in this society. It's often thought by governments, by businessmen and by others that artists are somehow temperamental, exotic creatures who don't know what it's like to operate in the real world, and they never define the term real world.

Let me tell you, Mr. Chairman, that the artists in this province, sure as hell operate in a real world. To survive as an artist in this province you have to be as "hard-nosed, as thick-headed and as thick-skinned as any politician or businessman in this province. If you survive as Norval Morrisseau does in northwestern Ontario to contribute substantially to the artistic life of this province, you have to be just as tough as any businessman or politician; and just as hard-nosed about where the pennies go and where they come from.

There is a myth that cultural groups and artists fritter away funds. I have not yet, in 18 years of contact with the artistic community of this province, come to a point where I have seen any cultural group or any artist, fritter away the funds this government does in many other areas; and I have never yet seen a cultural group or an individual artist fritter away funds as I have often seen businesses do. I think I would like to get that on the record.

Having said those things, I want to make a comment, however, about the boards this ministry appoints to govern things such as the Province of Ontario Council for the Arts,

the Art Gallery of Ontario and so on. I think the boards are often overloaded with culture vultures whose interest is not really in developing culture in any meaningful way to permeate the life of this province, and to make it accessible to the ordinary citizen of this province.

A very interesting study was done some three or four, maybe five years ago now. It was published as "The Awkward Stage," and it took spot checks, if you like, profiles of five of the communities in this province—Toronto, Kingston, Ottawa, London and Thunder Bay. It did a very, very good and thorough job, I must say, of examining patterns of attendance at live performances, of the makeup of the groups, the audience they were appealing to and the knowledge of the community of its artistic groups, both performing and visual.

Interestingly enough—and of course I view that study with a certain amount of bias—the city of Thunder Bay came off best in the category of a community knowing what was going on in terms of culture in the area. It also came out best in terms of the interrelation between its artists, its artistic groups, and the community generally.

That may say more about the community than it does about the level of the art or the culture, but I think that is the basis we must go on if this province and this country are to develop an indigenous and healthy culture of their own. You simply cannot go on transplants such as Shaw and Shakespeare, who I admire and revere as much as anybody else.

**Mr. Drea:** Especially Shaw.

**Mr. Foulds:** Especially Shaw! I'm probably the only person in this room who has read all Shaw's five novels.

**Mr. Drea:** No.

**Mr. Foulds:** All of the five novels? You have, too?

**Mr. Drea:** I have even read the book.

**Mr. Foulds:** How about the "Woman's Guide to Socialism?" Have you read that one?

**Mr. Chairman:** Come on, come on!

**Mr. Drea:** Yes, sir, I have read all of his prefaces.

**Mr. Foulds:** This is a separate book. It is not usually in the play section. It is down in the politics and sociology. Anyway, those excursions aside—



**Mr. Drea:** Know the enemy, that's my motto.

**Mr. Foulds:** It is for the same reason that I read Adam Smith and so on.

**Mrs. Campbell:** Which enemy are you referring to?

**Mr. Foulds:** And even Karl Marx for that matter; know thy enemies.

I don't think we can afford to go merely on transplants; we really do have to give more attention to developing our own playwrights and our own artists in this province. Until we do so we will still be a colonial nation and a colonial province, culturally.

When you take a look at the boards, you see they are overburdened with businessmen and with the cultural establishment. Frankly, Mr. Minister, your own officials within your department are much more directly in tune with what is going on in terms of the cultural development of this province than your boards are. Let's take a look at the board—and I hope I have got the current membership correct—for the Ontario Arts Council. Anthony Adamson, professor of architecture; Frank McEachren, a businessman; Dr. Claude Bissell, past president of the University of Toronto; Michael Davies, publisher of the Kingston Whig-Standard; Mrs. Vera Frankel, who is an artist—my God, there is one on the board; Arthur Gelber, businessman; Ernest Jackson, lawyer.

**Hon. Mr. McNie:** Gelber can hardly be described as a businessman.

**Mr. Foulds:** How would you describe him?

**Hon. Mr. McNie:** He's more an artist in Toronto—

**Mr. Foulds:** Dr. Ian Lindsay, an MD; Dr. Geoffrey Lichtman, a dentist; Elizabeth Murray, whose background is unknown.

**Hon. Mr. McNie:** Just one second, Mr. Chairman. I thought this was a policy statement under items 1 and 2!

**Mr. Foulds:** I am just illustrating particular points.

**Hon. Mr. McNie:** Because we get into POCA and item 4 I think it would be more useful to have the director of the Council of the Arts up here to answer, to deal with these.

**Mr. Foulds:** I just wanted to use this as an illustration. Roger St. Dennis, who is a retired businessman, I understand,

**Hon. Mr. McNie:** He is married to an actress, which I think might help the theatre you described earlier.

**Mr. Foulds:** Whose background I don't know. But taking the knowledge of that board, I would suggest, without being unduly sycophantic, that the executive director, Mr. Louis Applebaum, a well-known musician, has probably more insight than all that board put together, simply because of his background. He happens to illustrate the point I made earlier, that an artist in this country has to learn, and he has learned to survive because of his toughness and his acumen in dealing with the business world.

**Hon. Mr. McNie:** I wouldn't want to leave it at that without making one point. I think with all the bouquets that you have passed to Louis he would be uncomfortable if I didn't say there are some people on the board who are just as tough and artistically minded. I mention in particular Tony Adamson, who you referred to. His dedication to the arts and his tangible productions in this province are without equal anywhere on this continent. I mention one in our own locale, Dundurn Castle, only because of Tony Adamson. He has a great feel for the arts in any form.

**Mr. Foulds:** Having let you get in your rebuttal, I still want to make the point—I suspect that Mr. Adamson may be somewhat isolated from what is going on in the province generally, and my understanding about most of your boards is that very few artists are in fact appointed to them. And very few appointed to the boards—I don't know quite how to express it—are aware, to use the cliché, of what is happening in the developing stages of various disciplines.

What has happened with the funding is kind of interesting. Years ago—400 years ago—you had the patron of the arts, the cardinals, the kings, princes, what have you, who took an individual or company under his wing and patronized him on it. And in North America you occasionally had the nouveau riche, the developing robber barons, who, as a sop to their conscience—like the Carnegies—throw out a few dollars here and there for libraries, however substantial the sums, and many libraries would not have been built without them, but—

**Hon. Mr. McNie:** As a Scotsman I appreciate your correction there.

**Mr. Foulds:** The money was piddling in terms of the amount they exploited from the natural resources and from the ordinary



working people of this continent. Even worse than that, the businessman toward the middle of this century felt less and less inclined to be a patron of the arts, partly because he didn't have the aesthetic values with which to appreciate it as did the aristocracy 400 year ago.

Governments came into the picture because governments recognize to some extent the necessity of developing something for the mind in North America.

Governments, for some strange reason, naturally contacted those people within the business community whom they thought had an interest in the arts. The businessman, in the sense of being appointed to various boards, commissions, fund-raising groups, and so on, has become a buffer between the funding agencies and the artists. If there is any single problem that faces us in the genuine development of cultural activity in this province, I believe it is that.

It is interesting to see that the practices and permutations of corporate existence have become applied to the bodies of arts councils and the past and present bodies of arts organizations. There is the old technique of the interlocking directorate—almost—being used; and so a kind of culture broker has been developed.

Some of these culture brokers, as you mentioned, Mr. Minister, are well-intentioned. Some of them have considerable knowledge and expertise in one or two of the artistic fields but somehow they don't represent a cross-section of the artistic community or of the social and economical community of the province.

In a sense, the culture brokers have kept at arm's length two groups, the government funding agencies and the artists themselves. I am afraid if that continues, instead of serving as a forum for the expression of artists' needs and their wishes, they will actually serve as a lobbying device for the large organizations they represent, both in the corporate sense and in the establishment sense of the artistic organizations to which they belong.

I think the provincial government should take a look at some of the LIP grants. I don't think those are necessarily standards that we should apply in terms of funding—that is the number of jobs they provide—but for all their faults, some of the LIPs in the field of culture have developed new audiences, particularly in theatre audiences in Toronto.

As I understand it, in the last three years, there has been a proliferation of groups such

as the Global Village and Theatre Passe Muraille and so on which have reached out to a new audience. Those are the kind of groups with which, artistically, I may disagree a heck of a lot over what they do; ideologically, I may disagree with a heck of a lot of what they do. Nevertheless, they are reaching out to new audiences and those are the kind of groups to which I hope your ministry looks with some favour.

With regard to the programmes you mentioned with some justifiable pride—the outreach programmes for example, with regard to the mobile museums—that's a step, that's a start. As you know, I spent a good deal of time in my first speech in this Legislature advocating just such kinds of programmes, and many of us from other parts of the province really appreciate that start.

I think we should keep in mind, however, that those kinds of programmes really are distribution and not development of cultural activity. Sure we need the distribution in North Bay, Thunder Bay, Ogoki and Dryden and all over the north—and all through the small towns in southern Ontario as well—but we also need development there. For that reason, I think I cannot entirely go along with the recommendations of Direction Ontario which overly emphasize, really, the funding of professional groups.

In many communities throughout this province it is really difficult to draw a line between amateur and professional. There are many groups and individuals in this province who are, in fact, amateur actors or amateur sculptors or amateur painters because they have to work full-time at another job to get their money. They are, of course, of professional calibre and they can inspire a community or a group within their community. We should be taking a look at them individually to see if there is some way, through this ministry and its funds by which we can perhaps help.

Let me give you an example. There is an actor I have worked with in Thunder Bay. I have directed him, I have stage-managed him and I have acted with him. He is probably not capable now of making the jump to professional ranks but 15 years ago he was; and he is a first-rate actor. He has never had the opportunity because when he finished high school, he finished in the business course; there wasn't the kind of programme there is now.

Perhaps in acting that's more difficult to do, but surely there are people practising individually in sculpture and in painting and in

all kinds of those fields, at whom we should be taking a look individually to see if there is some way in which we can free them up so that their remaining creative endeavours can be concentrated on the thing by which they can make the most valuable contribution to our society.

What's the use of wasting a first-rate actor as an accountant? It's as bad as wasting a first-rate accountant as an actor, and that surely boggles the imagination. Those are the kind of steps I think I would like to see the ministry taking. That's the thrust of what our debate will be on the individual items within this vote.

**Hon. Mr. McNie:** Mr. Chairman, I have just a couple of observations. I don't think there is very much that I disagree with, except some of the political overtones in two or three of the comments, but we will overlook those.

**Mr. Foulds:** I hope not.

**Hon. Mr. McNie:** Basically, we sat in and were very interested in the Direction Canada sessions, which were an outcome of the regional meetings. As a matter of fact, I chose to sit with the rebels—there is always a group of rebels. There was a group of rebels at this meeting as usual who didn't take comfort from the resolutions that were being prepared by the establishment — of artists, I might say. I found it very interesting. Particularly interesting, and you touched on it, was what they regarded as their need for professionalism or status in the community. One even went so far as to say that they felt they would like to be more like the lawyers.

**Mr. Foulds:** Heaven forbid!

**Hon. Mr. McNie:** Or school teachers.

**Mr. Foulds:** Even worse!

**Hon. Mr. McNie:** But seriously, we are concerned with getting better representation in the programmes. I might say, when we speak to this specific issue, a great deal of progress has already been made in diverting funds, both provincially and federally I think, into support of small groups and individual artists. One of the difficulties, of course—you find it out very quickly when you get a group of artists together—is to define what you mean by artist. There's a contempt on the part of the person who uses oils for the person who uses water-colours, by the sculptor who uses stone

for the fellow who uses wire, or vice versa; or the stage as opposed to painting and such. But I think that once you accept the fact that there's always this tension—

**Mr. Foulds:** But we get those conflicts even within engineers—

**Hon. Mr. McNie:** This is one of the reasons, without intending to sidetrack your suggestion, that it's difficult to get the kind of representation on POCA that one might like to have. There are people on POCA who have these skills and interests—perhaps not enough, and I would let Mr. Applebaum speak to this—but people who are actually making it a career or a lifetime work. But again this is something of which we are very very conscious.

I don't happen to be one of those that agree that a first-rate actor is necessarily wasted being an accountant or vice versa. I don't happen to feel that talent and interest motivation are necessarily synonymous. There are lots of people who can draw. I happen to have a talent for drawing, if I may be so bold, but here I am taking part in the political process and—

**Mr. Foulds:** That's okay, Mr. Minister, I consider myself a writer-manqué, an actor-manqué, yet here I am a politician. It encompasses all the other arts but the level of talent required is less.

**Hon. Mr. McNie:** I think one thing that we are all agreed on — it has come through the whole discussion on estimates — is that there should be opportunities for people to take a continuing part in and to change their directions as they wish. I think the discussions that were held across Canada were very fruitful, very helpful, and we are working very closely with the Hon. Hugh Faulkner and his people. As a matter of fact, I had lunch just last Friday with John Hobden and discussed some of the ways in which we might colloborate on making more opportunities available to some individual artists.

**Mr. Foulds:** Are you at liberty to—

**Hon. Mr. McNie:** Some of them are struggling, there is no question about it. Some of them, I might say — and I am prepared to be misunderstood — prefer to struggle, and God bless them.

**Mr. Foulds:** Can I just interject that one of the things that really struck me in going through the Direction Ontario and Direction Canada brief was the vehemence with which



they argued that they wanted to earn their living. They really had the commitment to earning their living by their artistic endeavours. They didn't want to be on grants, particularly, or on welfare or the social welfare system.

**Hon. Mr. McNie:** I am glad to hear you say that, because if I had said that exactly the way you said it I would have been misunderstood.

**Mr. Foulds:** I'll probably be misunderstood, too, but I have less to lose than you do.

**Mr. Chairman:** Is there any discussion from the government side here on the question of the Royal Ontario Museum? Mr. Duksza? Sorry, Mr. Newman.

**Mr. B. Newman (Windsor - Walkerville):** No, I have nothing to say. You have instituted a programme of mobile units which has been asked for years and years ago, and we are very pleased to see that it was eventually accepted as a concrete suggestion from the opposition. We wish that you would extend that same type of privilege in other lines by the use of mobile units for any other cultural endeavour that you have under your jurisdiction. I don't think we should allow culture to be concentrated solely in the large Metro Toronto area. There is a lot of Ontario beyond the confines of the city of Toronto and they, likewise, want to partake in this culture you can export to them, even if it is only by way of a mobile unit and for a short period of time.

**Hon. Mr. McNie:** You will recall that earlier on in the first vote we touched on something that seemed to more properly belong here. That was Festival Ontario, which really is intended to make available the very great resources that are here in this area — in the Science Centre, in the museum, in the art gallery and in the archives, and the National Ballet school and elsewhere. We are moving this year, and we are inviting others to participate, to supplement what is already being done and initiated in the local communities. I know Doug Omand, who has chaired this committee and heads up our Science Centre, and who is sitting back there, will confirm that there has been a good deal of interest from communities outside. It only points up that there has been this need, which hasn't been met as well as it might have been.

**Mr. B. Newman:** Right!

**Mr. E. P. Morningstar (Welland):** Mr. Chairman, if I may, I do appreciate hearing those kind remarks from the MPP from Windsor—

**Mr. B. Newman:** Walkerville.

**Mr. Morningstar:** Or Walkerville, is it?

**Mr. B. Newman:** Windsor-Walkerville.

**Mr. Morningstar:** It's an indication that our government is always willing to listen to any good, concrete suggestions from the opposition.

**Mr. Foulds:** One small step!

**Mr. Chairman:** Mr. Duksza!

**Mr. Duksza:** I would like to attend to the point of the composition of the boards. I have the list of the board of trustees of the Art Gallery of Ontario. Is there one easily available for the Royal Ontario Museum so that I can criticize it better?

**Mrs. Campbell:** Why don't you read it first before you criticize it?

**Mr. Duksza:** I can look at the board of trustees of the Art Gallery of Ontario; it is probably very similar to the one that you are on, I suspect.

The point I was going to raise—

**Mr. Chairman:** I believe we went over the directors of the ROM during Mr. Foulds—

**Mr. Foulds:** No, that was the Province of Ontario College for the Arts—

**Mr. Chairman:** All right, I am sorry.

**Mr. Foulds:** And I was quite rightly being called to order by the minister.

**Mr. Duksza:** I just wanted to, shall I say, insert some comments on the—

**Hon. Mr. McNie:** Is this the ROM you are talking about?

**Mr. Duksza:** ROM, yes.

**Hon. Mr. McNie:** Yes, there is Mr. Roy Cole from Hamilton who is probably familiar—he made a very substantial contribution to the museum by way of the Japanese section—spent a small fortune. Walter Reeves—

**Mr. Duksza:** Mr. Minister, you wouldn't like to do a socio-economic analysis of the board members for me?

**Hon. Mr. McNie:** What do you want to know about him besides their name and where they come from?



**Mr. Duksza:** The name is less important. I was more interested in terms of what kind of position they hold. The specific point I think I am going to make—I know probably what they are, but it would be nice if you could tell me.

**Hon. Mr. McNie:** The chairman is Mr. Noah Torno. There is the representative from Burlington, Walter Reeves, retired; Mr. Weldon from London; Mrs. R. McGill from Brantford; Mrs. Mayers from Chatham; Mr. Stephen Roman from Toronto; and Mr. Seifert, Toronto; Mr. J. E. Langdon, who is also chairman of the Ontario Heritage Foundation, a crossover here and very advantageous in this particular case—

**Mr. Foulds:** Interlocking directors!

**Hon. Mr. McNie:** He is retiring this year after four years, I think, or six years on the board. Richard Meech, Toronto; Mrs. Randall, Toronto; Mr. John Allen, Toronto; Mr. Monk of Bracebridge; Mr. Boyce from Belleville; and Mr. Ouelette from Ottawa.

**Mr. Duksza:** I recognize some of the names, but would you say most of them, largely, come from the business community?

**Hon. Mr. McNie:** Well, I don't know. There are doctors—some people say they are businessmen these days.

**Mr. Duksza:** Yes, I agree with you.

**Hon. Mr. McNie:** A professor, a teacher, labour representative—

**Mr. Foulds:** Who is that?

**Hon. Mr. McNie:** A prominent lady is the description here beside one person.

**Mr. Foulds:** I think that document better remain classified.

**Hon. Mr. McNie:** Lawyers, retired businessman, lawyer, businessman, two more prominent ladies, businessman, retired.

**Mr. Foulds:** I hope that's a figurative way of speaking rather than literal.

**Mr. Duksza:** Let me make a point, then. I accept the need for cultural brokers in a small proportion on the boards, and the people who have money and can bring some money to the museum. I accept it on the present basis. I don't think I should have, though, but at the moment the way the government does not fully support the cultural institutions, they need to bring extra money from outside.

In the long run I think that is unacceptable because they do not represent anyone except themselves. I think it is a common joke in the city that a directorship at the ROM is a stepping-stone in a social career. It is one of the things you do in between things, one of your responsibilities to society—society in terms of the social, not society at large.

I can see there are very few artist representatives on that board. I think that is wrong, simply wrong, that we have this incredible split between the people who operate the institution and who are often technocrats, the people who use it, and the people who manage it, in terms of the board.

Actually, when you look at one item further down, which I probably could combine, instead of speaking—Mr. Chairman, could I combine it? No! I will speak again, okay?

On the list you gave us there are, to me, very few people who actually use it; one group, let's say, is the ethnic, the women—there are not that many women. All of them are characterized by a socio-economic class, which is an upper-class level. And I think, too, you have to open it up both to the people who produce art, and also the people who use it.

I am not saying that you have to have elected boards at the moment—maybe that is something we should have—but we should at least open them to the artists.

**Hon. Mr. McNie:** No, I accept your argument; again, I think that this summary doesn't do justice to the interests and the talents of many of these people.

**Mr. Foulds:** I suppose Stephen Roman could be seen by the ministry as representing the ethnic aspects of our province.

**Mr. Duksza:** Well, that is surely Mr. McNie's argument.

**Hon. Mr. McNie:** There are two things that I should point out. One is that there are six further appointments made by the ROM itself—three elected by the museum membership, and three are ex officio. In an analysis that I have just had made, it was dated May 18, I pointed out that there were other areas. Northwestern and northern Ontario are not represented. With one exception, all trustees from the central region are from Toronto. Southwestern Ontario won't be represented when Mr. Cole retires, and there are two or three other notes here.

The problem is, as always, and I am not being defensive, we are doing our best to

break them out in terms of age, vocation, language, sex, region, and it is a very interesting exercise. The art is trying to find the artists we want to represent a particular part of the country. We are working very hard and I think there have been some substantial improvements made already.

**Mr. Foulds:** Is there anybody under 30 on the board?

**Mr. B. Newman:** The minister.

**Hon. Mr. McNie:** There are six that are 30 to 50.

**Mr. Dukszta:** Forty-nine?

**Hon. Mr. McNie:** We didn't ask them their exact ages. Five are "unknown"; I don't know whether that means they are young or old.

**Mr. Foulds:** Those are the problem-ladies, they won't tell their age.

**Mr. Dukszta:** I think if you talk of geographical skew—let's say someone from the north is not represented here—I think that is sort of misleading. The point I am making is that the board of trustees of the ROM really represents largely an upper class; it doesn't represent either artists or other classes in our society, and a geographical skew would not correct it. You always appoint a businessman or a prominent society lady to it—though they do have more time, I admit, to do a certain amount of the work.

**Hon. Mr. McNie:** This is one of the problems—getting people to come down from Kenora or from the Lakehead or from Timmins to attend a one-day meeting. Unless they are people usually of some affluence it is a problem, so this is the kind of appointment that is made.

**Mr. Dukszta:** But the geographical skew here is not in itself bad—

**Hon. Mr. McNie:** No, I know.

**Mr. Dukszta:** —because most of the artistic people live in the city of Toronto, but the skew here is an important one—

**Mr. Foulds:** I dissociate myself from his remarks.

**Mr. Dukszta:** —it is the socio-economic status, and that's what wrong with the board, I say.

**Mr. B. Newman:** There is a rift in the party already.

**Mr. Foulds:** It is our way of life; it's called creative tension.

**Mr. B. Newman:** It may be, but let's leave it there.

**Mr. Dukszta:** What I would like to know, actually, is whether you propose in the future to change at all toward modifying the socio-economic skew on the board.

**Hon. Mr. McNie:** Every time reappointments come up we are taking a very hard look at it, I can assure you.

**Mr. Dukszta:** Well, Mr. Minister, you have just listed some people to me and it doesn't sound like they are exactly either artists or lower in class in that definition. They still are prominent society figures who appear in gossip columns.

**Hon. Mr. McNie:** Well.

**Mrs. Campbell:** Let's say the society page is not necessarily gossip columns. Can we clarify that?

**Mr. Foulds:** Well, Zena Cherry is just a step above.

**Mrs. Campbell:** All right. Is that your definition?

**Hon. Mr. McNie:** Your point is well taken. I think it is a question of who actually represents that particular community of interests you talking about it.

**Mr. Foulds:** I wonder if I can interject here, Mr. Minister. You know, one of the difficulties that we in the opposition get into, is that a minister gives us that undertaking—Mr. Kerr gave us that undertaking last year, but the appointments that were announced during his brief and unhappy and short reign as Minister of Colleges and Universities didn't redress that imbalance. Are you saying to us that the ministry is adopting a policy of redressing that imbalance in terms of social and economic appointments to these boards?

**Hon. Mr. McNie:** Yes, we are very conscious of the need for getting these boards as representative as possible of the social cross-section of the community, and I think we have already accomplished this in many areas.

**Mr. Foulds:** Have there been appointments to the Royal Ontario Museum since you took over as minister?

**Hon. Mr. McNie:** No.

**Mr. Foulds:** How many openings are coming up within the next year, say?

**Hon. Mr. McNie:** It all depends how many are reappointed.

**Mr. Foulds:** How are they reappointed? Do they reappoint themselves?

**Hon. Mr. McNie:** They are allowed to have two terms of office. For instance, one gentleman has a small museum of his own, and he has been very useful because of the practical experience he has operating a small museum, yet he is described as a businessman in this dossier here.

**Mr. Foulds:** Ah, that dossier, it's a bad dossier. Move to accurate socio-economic analysis, please.

**Mr. Duszta:** How many, actually, do you appoint yourself, how many are elected, and how does the university appoint? Am I correct that the university appoints some, or not?

**Dr. J. G. Parr (Deputy Minister):** There are three ex officio from the university, I believe. There are three elected by the—

**Dr. Tovell:** Do you want me to answer that?

**Dr. Parr:** If you would, please.

**Dr. Tovell:** Yes; there are three ex officio—

**Mr. Chairman:** Excuse me, you will have to come to a microphone.

**Dr. Tovell:** Oh, I am sorry. There are three ex officio: the president of the University of Toronto, the chairman of the governing council of the university, and the director of the museum. These are ex officio appointments. In addition to that, the museum membership—that is the 5,000 people that the minister mentioned—elects three members on a rotational system, on a three-year basis.

**Hon. Mr. McNie:** And there are up to 15 persons appointed by the Lieutenant Governor in Council.

**Dr. Tovell:** And 15 by the Lieutenant Governor, that's right.

**Mr. Foulds:** Mr. Minister, why don't you ask Dr. Tovell to take a seat and be comfortable, and stay close to the mike, because there might be specific questions that he could answer just to expedite things.

**Dr. Tovell:** Am I on the right side?

**An hon. member:** You should take a neutral position up here.

**Hon. Mr. McNie:** I just pointed out to the chairman, and I am not intending to be difficult, that Dr. Tovell is not a civil servant, you understand?

**Mr. Foulds:** Yes, I understand that. I appreciate that.

**Hon. Mr. McNie:** I have no objection to him staying up here and answering questions—

**Mr. Foulds:** No, it's just I thought in terms of information it might be helpful.

**Hon. Mr. McNie:** —because I know Dr. Tovell is very happy to.

**Mr. Foulds:** How often does the board meet?

**Mr. Chairman:** Dr. Tovell, do you want to come over here then, please?

**Mr. Foulds:** Sorry, I don't want to be unduly difficult.

**Dr. Tovell:** Once a month; it does not meet during July and August.

**Mr. Foulds:** And the total membership of the board is about 18, I assume?

**Dr. Tovell:** Pardon?

**Mr. Foulds:** About 18, the total membership of the board?

**Dr. Tovell:** Twenty-one.

**Mr. Foulds:** Twenty-one.

**Dr. Tovell:** Of which three are ex officio and three elected by membership.

**Mr. Foulds:** I am trying to get back to the point that the minister made. Would it be an undue expense to pay the expenses of someone from outside Toronto to come to board meetings so that we could achieve this proper mix?

**Hon. Mr. McNie:** Well, I don't think he should be asked—go ahead.

**Dr. Tovell:** Mr. Chairman, we do pay expenses for those coming from out of town.

**Hon. Mr. McNie:** No per diem?

**Dr. Tovell:** No per diem!

**Mr. Foulds:** There is no per diem to make up for lost wages, say, if someone has to take a day off work?



**Mr. Duszta:** I think the questions should be directed to the minister because so much money comes from the department for this type of policy, so surely it can at least be recommended by the minister.

**Hon. Mr. McNie:** What I was trying to say earlier—and I don't want to set a precedent here, I want to make that very clear—is that you're in the same position here.

**Mr. Foulds:** Why start now?

**Hon. Mr. McNie:** If we had every university and community college coming in here we could start in January and be lucky if we finished by December. This is why we have the committee on university affairs. That per diem grant has never been paid to members of the Royal Ontario Museum. Being an autonomous organization, the ROM has this prerogative.

**Mr. Foulds:** But if expenses are paid there isn't really a great bar to better distribution in terms of geography.

**Hon. Mr. McNie:** No, no!

**Mr. Foulds:** And there isn't really a great bar in terms of the socio-economic mix, because I'm sure that anybody interested enough—even an ordinary working guy who earns, say, \$25 to \$30 a day—is probably willing to give that up, on a once-a-month kind of basis. I really think that suggestion is something worth looking into.

**Mr. Duszta:** I would like to add that I find what the ROM people have been doing in the last couple of years very exciting. It really has opened up in terms of services. Personally, I would stress that we shouldn't charge anything for people to go in, to make it even less elitist than it is already. In fact, it seems to be a very open institution and a very exciting one, but when you come to the decision-making level of the board you realize that it's not open at all, and even the small membership of 5,000 people tends to dominate more decision-making than the number of people who use it. They have no voice, really. The only voice they have is through appointments made by your ministry. But then you continue the same policy of appointing people similar to those who are members which tends to be ridiculous. There is no compatibility between the ROM's board of governors, which is elitist, and its policy, which has recently started changing.

**Hon. Mr. McNie:** I think one of the things the search for a new director has pointed out is that we're very fortunate to have as many

able and committed people at the ROM as we have.

**Mr. Duszta:** You should never have sacked the other one, but that's another matter.

**Hon. Mr. McNie:** What has been decided, as you may have read in the press, was to split the responsibility so that we have one man responsible for the administration of a very large enterprise and another for the on-going museum work itself.

I'm sure nobody will be happier than Dr. Tovell that the situation is being resolved in this way. I think that so far as operations are concerned, extension of their service has been precluded more by space limitations and by upgrading budgets than by anything else; and particularly by space limitation. That is why we'll provide money for expansion, not through our budget, but through capital transfer for expansion of the facilities, in the same way that the art gallery is expanding its facilities.

**Mr. Duszta:** But I'm extremely happy, Mr. Minister, with what they are doing at the moment. All of us could probably make further suggestions as how to make things even less elitist in the ROM. The way I think we would have to compare it—

**Hon. Mr. McNie:** I don't intend to be unkind. When were you in the museum last? Have you realized what kind of a job they're doing in there? Have you seen their exhibits?

**Mr. Duszta:** The minister has missed the point. I think it's exciting.

**Hon. Mr. McNie:** Their exhibits are tremendous when it comes down to it.

**Mr. Duszta:** Let's just cut this short, because I'm saying they're doing a very good job. We could probably extend it. The only way to compare its progress is to the situation 10 years ago, when the museum was much more elitist than it is now.

**Hon. Mr. McNie:** Right!

**Mr. Duszta:** What I'm trying to say is that the government's decision-making apparatus involving the ROM hasn't changed. It's not matching the openness of the museum's operations. That's what I'm trying to say here, at the moment, both in terms of the board, of government and other groups which use the museum. I like what they do. All I can say is that I hope they extend the museum and add more to it.

**Hon. Mr. McNie:** I did promise earlier that we would take an awfully hard look at new appointments to the board. As appointments are made, we'll take this into account.

**Mr. Duksza:** Some artists? Is that a promise that you will appoint some artists?

**Hon. Mr. McNie:** I would think that is certainly one of the areas we're going to look at very closely.

**Mr. Foulds:** Or at least archeologists. Just as a matter of curiosity—how much of the budget does the government fund? It's probably about \$975,000, according to the estimate, which is almost \$5 million. What's the total?

**Hon. Mr. McNie:** Frank, you've got those figures there.

**Mr. F. J. Kidd** (Executive Director, Common Services Division): I have the financial statement here for the year ended June 30, 1972. In that year the Province of Ontario grant came to \$4 million and total receipts for the museum came to \$5,489,000.

**Mr. Foulds:** So it's about four-fifths.

**Mr. Kidd:** Approximately, yes.

**Mr. Foulds:** Perhaps a little bit more or a little bit less, depending—

**Mr. Kidd:** That is correct.

**Mr. Foulds:** Is that just the operational funding?

**Hon. Mr. McNie:** No, there's no capital funding.

**Dr. Tovell:** There is no capital funding.

**Hon. Mr. McNie:** And that includes some federal support too, doesn't it, in special areas?

**Dr. Tovell:** Through Canada Council—

**Hon. Mr. McNie:** Yes, through Canada Council.

**Mr. Foulds:** Do acquisitions come under that fund?

**Dr. Tovell:** Do you want me to answer that?

**Hon. Mr. McNie:** Yes, do that.

**Dr. Tovell:** I'm not sure the figure is for this year, but last year \$100,000 of the grant from the province went to acquisitions. In addition to that, we have an acquisition fund generated through donations.

**Mr. Duksza:** So 80 per cent of the money comes from the government, actually?

**Dr. Tovell:** About that.

**Mr. Duksza:** So I think the government should surely carry a little more responsibility in appointing a broader spectrum to the board of governors rather than leaving it to a self-perpetuating elite.

**Mr. Chairman:** Can we move on, then?

**Mrs. Campbell:** Mr. Chairman, could I just ask one question on this?

**Mr. Chairman:** Yes.

**Mrs. Campbell:** Could I know how often the membership meets, if at all? Since they elect—

**Dr. Tovell:** Voting is done by mail. It is a well-organized operation, as you probably know, if you're a member. The membership is—and I'm being very, very careful here—a rather loose organization of people throughout the province who support the museum through an annual donation for which they get Rotunda, the magazine, and so forth. Members are invited to openings—such as tonight we expect to have 1,000 or 1,200 present—and this is a membership activity, but there is no meeting of members per se to discuss business.

**Mrs. Campbell:** So they are never consulted when decisions are taken by the board?

**Dr. Tovell:** Only through the three people they elect. They know that way.

**Mr. Chairman:** Can we move on to the Art Gallery of Ontario, then, please?

**Hon. Mr. McNie:** Just by way of background, it might save some questions here. Our estimate this year for the art gallery, as you know, is \$1 million as opposed to \$900,000 last year. This year's figure is based on a nine-month period, as opposed to a 12-month figure for last year, so it represents a more substantial increase than is reflected in the figures.

**Mr. Foulds:** Does this transfer to this ministry's responsibilities?

**Hon. Mr. McNie:** No. The new building actually was what—

**Mr. Foulds:** Pardon me?

**Hon. Mr. McNie:** The new building that's just being finished is what has accounted for the increase in the funding.

**Mr. Foulds:** Oh, I see. I thought you mentioned it was based on nine months last year.

**Hon. Mr. McNie:** No, no, the other way around. Twelve months last year and nine months this year.

**Mr. Foulds:** I see.

**Mr. Duksza:** Are we now on the Art Gallery of Ontario?

**Hon. Mr. McNie:** Yes.

**Mr. Duksza:** What percentage of operating cost does the government provide for the Art Gallery of Ontario?

**An hon. member:** Mr. Chairman—

**An hon. member:** Can I, Mr. Chairman—

**Mr. Chairman:** That's all right; we've got it.

**Mr. Kidd:** According to the financial statement for the year ended June 30, 1972, out of a total revenue of \$1,199,000 the Province of Ontario grant was \$750,000. So that's about two-thirds.

**Mr. Foulds:** A little over 70 per cent. Not bad.

**Mr. Kidd:** Thank you.

**Mr. Duksza:** That's most inadequate, Mr. Minister, to put it frankly. But nevertheless it is still a bigger percentage than your representation on the board, I notice. Again, the board is dominated typically, as in the case of the ROM, by people from the membership, people from the college of founders, and the people appointed by the Lieutenant Governor. The individuals who are elected for membership seem to be of a very similar type. This time I have individuals right in front of me. And I assume that Mrs. Bata and Mr. and Mrs. Eaton are here for reasons other than to represent the community.

If you look at the first page, you'll notice there are no occupations listed. But I think we can guess the occupations of some of the people. So the same problem, I think, exists for the Art Gallery of Ontario as for ROM.

**Hon. Mr. McNie:** There are 27 trustees altogether. Five persons are appointed by the college of founders of the Art Gallery of Ontario, 10 persons are elected by the mem-

bership of gallery, two persons are appointed by the council of the city of Toronto and 10 other persons are appointed by the Lieutenant Governor in Council. The trustee is appointed for a one-year period.

**Mr. Duksza:** Well, you see, the board of trustees is largely from either the membership or from the college of founders. Only a small percentage is appointed by the Lieutenant Governor, and a couple are appointed by the city of Toronto. Now you provide 70 per cent of the budget. You should probably appoint more. One could ask you to appoint people who are more appropriate for the board of trustees of an art gallery, that is artists and community people, not necessarily aristocratic individuals or business community types.

**Hon. Mr. McNie:** It isn't our practice on any of these institutions, whether they are universities or art galleries, to appoint a disproportionate number of the people on the board. I think that's for rather obvious reasons. I suppose the fact that their funding is so largely dependent on the Ontario government, would suggest that they are not entirely unattentive to the government, but—

**Mr. Foulds:** That's the trouble; it's not unattentive to the government, but it's probably unattentive to the needs of the province.

**Hon. Mr. McNie:** Of course there are other things, too. A lot of these people are—I see one here, Robert Steiner, who is the chairman. Anyone who knows Mr. Steiner would know that his interest in the arts goes a long way back. He's made some very, very substantial contributions to the collections that we have, both here and in Hamilton.

**Mr. Duksza:** An acceptable practice, at least at the present time, is to get more people on the board who will contribute works of art. And I imagine a number of people are being included because of that.

**Hon. Mr. McNie:** Yes.

**Mr. Duksza:** But that doesn't change the fact that the art gallery also serves the whole of the province. It is now called, in fact, the Art Gallery of Ontario, not of Toronto, as it used to be. It is no longer really a private institution. I don't want to discourage people from giving their collections. As a matter of fact, it is rather typical of this province and this city that the prominent families haven't really been giving as much as others in cities outside Toronto.



But I don't want to discourage them any further. On the other hand, it is—

**Mr. Chairman:** Any further.

**Mr. Duksza:** Any further from what they haven't been doing already. But nevertheless, the community must be represented more. It is now something which really belongs to everyone. And if we want the people to use it more, they should feel more at home than maybe they do now in the elitist atmosphere which prevails there.

I'd like to return to one point. I don't think you give enough money to the Art Gallery of Ontario. It should be given more because of what they have to buy. Art is very expensive. If we believe at all—if I may just break away from the ranks—there is a certain unfortunate, elitist element in oil painting and art. It's very expensive and the government probably should grant more money towards buying works of art.

**Hon. Mr. McNie:** Yes. The question here, if the public were more involved—my experience in Hamilton and even here in Toronto is that the public isn't necessarily sympathetic to spending. For instance, there was a \$100,000 overhead in connection with the Henry Moore donation. And I am not too sure the taxpayer, if he had been directly solicited, would have approved, assuming that the taxpayer was that interested in art. I recall that in Hamilton when we put up a \$10 million city hall we had a competition for art. We had several hundred paintings submitted, and we finally got it down to 15 which were picked out by a very competent group of judges, including three art gallery curators, Professor McArthur and several others. And the paintings were turned down because three of them were a little too far out for the mayor at the time. And, I guess the total value of the paintings was about \$1,200. They were turned down for a very contemporary city hall by a mayor who was driving a car that you couldn't tell the back end from the front end. But he felt that his art should be judged in standards that were other than contemporary.

So you are into a very subjective area here and I think that it isn't just a matter of getting people on those boards who are representative of the community as much as they are representative of the practising artist. I have every sympathy for having representatives on these boards who are practising artists. I think that makes a lot of sense.

**Mr. Duksza:** That sounds like a reasonable compromise. Is that a promise, Mr. Minister,

that whenever a vacancy occurs, you are going to appoint a practising artist to the board of the Art Gallery of Ontario?

**Hon. Mr. McNie:** I would think that this is something that we will take a look at, yes, having regard to Mr. Foulds' and Mr. Laughren's concern about the north and—

**Mr. Duksza:** How generously you say yes.

**Hon. Mr. McNie:** —some of these other things that were—

**Mr. Foulds:** I have got a couple of names for you: Susan Ross for one.

**Hon. Mr. McNie:** You send us your nominations. We'd be very happy to take them.

**Mr. Duksza:** How many people come to the Art Gallery of Ontario each year? You gave us the figures for ROM, now I am interested in how many people go to the art gallery.

**Hon. Mr. McNie:** Incidentally, no moneys are being provided from any level of government for the purchase of works of arts for the gallery's own collection. It has all been by way of gifts or funds from non-government sources. That reference I made was to this overhead, which was as a result of the gift that we accepted and the costs that were incurred in getting it here and storing it and such.

**Mr. Duksza:** Has the government, or have you considered that the government should invest in, let's say contemporary Canadian artists and buy their works? Either by this way or through a direct grant to the art gallery which would be used for purchase of works of art, preferably by Canadian artists? The occasional Piero della Francesca probably would be a good idea.

**Hon. Mr. McNie:** Well, one of the things we subscribe to is the POCA recommendations that the public buildings set aside, for instance, a portion of their funds for that kind of work. As to whether or not it's an advantage in helping the art gallery in this way, I can't say at this moment.

**Mr. Duksza:** I don't know what those grants are called but—

**Hon. Mr. McNie:** We've never been asked to direct—

**Mr. Duksza:** —most of the European governments, including the British, give money towards the purchase of works of art. Has it been considered by the Province of Ontario?

**Hon. Mr. McNie:** The difficulty here is a political one, I suppose, in some ways. Just recently I was in Ottawa to receive what has been described as a million-dollar collection, which was given to the government by the O. J. Firestones. And we have had conversations with other people who have given some very, very valuable paintings. A lot of these paintings are in the hands of private donors. And there is some question, perhaps, as to whether or not the taxpayer will be prepared to spend \$750,000 to acquire a particular painting or a piece of sculpture of merit. I think that is really one of the jobs we have got to do. I suppose, if we feel so disposed, we must educate the taxpayers to accept these as being appropriate moneys to invest. And then you have to weigh those against the same amount of money which you could invest in 30 theatre groups. What I am saying is that I am not so sure that the public are prepared to spend the large amounts of money that are necessary to put sculpture on the lawn—sculpture that's on the front of the lawn right now at the National Art Gallery in Ottawa, which is—

**Mr. Foulds:** Yes, but Mr. Minister, you are really drawing a red herring over the discussion. Is the public really prepared to spend the money that we pay medical doctors, who have an average income of \$43,000 a year in this province? Is the public really prepared to spend the kind of money that your government spent at Ontario Place or Old Fort William? You go ahead and do them. It's a false argument. Of course—

**Hon. Mr. McNie:** Are you suggesting that—

**Mr. Foulds:** We are always going to get into this bind. Of course, someone who is only getting \$131 a month from Community and Social Services is going to resent \$750,000 to acquire painting and sculpture, and quite rightly so, because we don't supply them with their needs.

**Hon. Mr. McNie:** I was really talking about priorities here. I wasn't making a judgement, frankly, as to whether they should or not; I am really talking about priorities. For the kind of money that we have got to spend, I think there are other things that have a higher priority at the moment. The private sector has been very generous and—

**Mr. Foulds:** The private sector has been shameful, frankly. It has contributed something, but in proportion to the wealth that

they take out of the province from the point of view of the ordinary working people, the private sector's contribution to the encouragement and development of their minds and spirits has been minimal.

**Hon. Mr. McNie:** I don't know that the working man in Hamilton would agree with you. We just finished our theatre; it is opening in the fall and all of the money has come from the local community. A very large part of it came from the working man and he was very happy to give it to help to improve the environment, not only through private payroll deduction but also through taxes. Indeed, he joined with the corporate sector in making it possible.

**Mr. Foulds:** My definition of private sector and yours is somewhat different. I meant the corporate sector.

**Hon. Mr. McNie:** Perhaps, but I think that we have to recognize that this is part of the educational job I am talking about.

**Mr. Foulds:** But it is an educational job that needs to be done within government, as well as within the public.

**Mr. Duksza:** To link this up to the number of people that use both institutions; you have told me that over a million people a year use the Royal Ontario Museum. Have you got the figures now of how many people use the Art Gallery of Ontario?

**Dr. Parr:** We don't have those figures with us, I am afraid.

**Mr. Duksza:** Approximately?

**Mr. M. George** (Secretary Treasurer, Art Gallery of Ontario): Yes—I am Michael George, secretary treasurer—in the last five years, 200,000. It wasn't quite as high last year because we are operating in reduced facilities. We've had to close some galleries for expansion.

**Mr. Duksza:** How many school children?

**Mr. Chairman:** If this gentleman is going to be interviewed he had better come up to the microphone.

**Mr. Duksza:** That is the last question, actually, Mr. Chairman.

**Mr. Chairman:** Yes, maybe from you. Do you want to go on?

**Mr. Duksza:** I can't ask him. You ask him.

**Hon. Mr. McNie:** You ask me.

**Mr. Duksza:** Okay. How many children?

**Mr. George:** I would say about 25 per cent.

**Mr. Duksza:** That is reasonable. It is not quite as popular as ROM but it is a reasonably popular cultural institution. They've not got much to see in the art gallery, that is partly the trouble; you haven't given the gallery enough money to buy works of art. If you gave them more, it would be better. But ROM's attendance of over one million is good.

**Hon. Mr. McNie:** I might say though that, speaking to the whole subject of the art treasures we have in this province, we don't have to take a back seat to many jurisdictions. For a relatively new country—we are going to touch on another one here shortly, the McMichael Collection—we have some really striking collections. I think we have got them in much the same way that other countries have only, perhaps, there has been greater preparedness on the part of the private sector, as we call it, to contribute.

**Mr. Duksza:** Yes, but we can't wait for people to contribute, really. It will always become more and more difficult, not less and less difficult. People have not come out with large art collections and given them to the nation here, as they have done in other jurisdictions.

As to other jurisdictions, Mr. Minister, I think you are incorrect. They do give more money toward the basic support of the artist and the institution, and I can't divide the two. We must give more, not less. I think, though, a lot has been done.

You are quite right. I think congratulations should be extended to what you have done in buying the McMichael Collection. That's exciting, too, but I am now saying that we must try to give more money to the artists and to buy more stuff for the Art Gallery of Ontario.

**Mr. Foulds:** I know that the art gallery did face problems simply because it didn't have the space to display a lot of the stuff they had. Is that being solved with the expansion?

**Hon. Mr. McNie:** It is being solved by the expansion; it is also being resolved by an extension of services. The art gallery has a good deal more on the road now than it used to have and they are supporting this Festival Ontario programme. For instance, they will be sending up to the Soo a collection of the Group of Seven paintings that were done up around that area.

There is a great deal of work being done right now in this area—and far more to be done, I might say, too, through museumal fields and such.

**Mr. Foulds:** Just once again, a matter of curiosity. Are you earmarking any special funds that go to the Royal Ontario Museum and to the art gallery for the programme of distributing displays across the province for viewing, or do you just give them a general appropriation and they determine how that is used?

**Hon. Mr. McNie:** In the case of Festival Ontario, there will be extra funds made available. In the regular programme, they will just take care of that out of the regular operating funds.

**Mr. Foulds:** Has there been any thought by government of really tying the rider to the appropriations that go to these various agencies, including the Art Gallery of Ontario, that the purse strings might be tightened if they don't develop an outreach programme for the province? Do you use the carrot or the stick on them?

**Hon. Mr. McNie:** To this point, I don't think that this has been necessary. As a matter of fact, this fall when we called together all the agencies that were associated with the ministry, we found they were more than eager to explore ways in which they could make these resources available. Without being too enthusiastic, I was impressed with the quickness with which they responded. It was embarrassing how quickly they came back to show us how we could do this. I think we're just scratching the surface, frankly.

**Mr. Foulds:** I think that is healthy. I think that they have probably been anxious for some time—and certainly the pressure has been mounting for them—to get exhibits throughout the province.

**Hon. Mr. McNie:** I have figures here.

Exhibitions were circulated throughout the province by the Art Gallery of Ontario among the following type institutions over the past year: To galleries themselves, 17; to public libraries, 18; to universities, eight; community colleges, 10; secondary vocational schools, 12; other centres, 11; and public and junior high schools, 10. This includes centres such as Atikokan, Elliot Lake, Englehart, Sudbury, Thunder Bay—places close to your heart—

**Mr. Foulds:** Yes.



**Hon. Mr. McNie:** —Windsor, Woodstock, etc.

**Mr. Foulds:** Englehart is particularly close.

**Mr. Duksza:** Are these particular exhibitions, Mr. Minister; could you specify—

**Hon. Mr. McNie:** These are exhibitions.

**Mr. Duksza:** From ROM?

**Hon. Mr. McNie:** From the Art Gallery of Ontario, that's right.

**Mr. Duksza:** From their permanent collection?

**Hon. Mr. McNie:** Yes, from their present collection, yes.

**Mr. Duksza:** That is quite considerable. How many people saw them? Is this included in the figure of 200,000?

**Hon. Mr. McNie:** No, that would be all over and above that. I think we can get those figures for you. I don't think we would have them at hand, but I would be very happy to get those figures for you.

**Mr. Duksza:** That's one way of expanding the gallery, which is not accessible to people in Thunder Bay—to transport some of the stuff up there.

**Hon. Mr. McNie:** I think one of the most intriguing ways, which they are getting into—and I think there is lots of room for improvement, and I use the word "improvement," extension is a better word. Perhaps the fault has rarely been with the art gallery. It's getting into the universities. The community colleges have been more amenable sometimes, but they are getting into the universities and I think that this is an area where we can extend these services and make the public better aware of them. It's not just for the students; the public could be better aware of these showings that they have in the universities and colleges.

**Mr. Duksza:** Well, Mr. Minister, surely the operating costs of mounting travelling exhibitions are enormous and that's where you come into it. I mean to send even 10 pictures is very expensive, both in terms of security and other ways, and yet surely we both believe that this is an essential thing to do, to spread whatever is our cultural heritage through the whole of Ontario. Probably it is the kiss of death for any problem for me to keep on speaking on it, but I wish you would consider it!

**Hon. Mr. McNie:** Well, your remarks are very helpful, because this is something we are exploring together right now; and your encouragement, I don't think, will do anything but help us.

**Mr. Foulds:** Just a couple of further questions. Is there any development of exchange programmes with other art galleries, and particularly with the National Gallery in Ottawa? Does the art gallery get into difficulty in competing for pictures in terms of buying in competition with the National Gallery? Let's leave it at those two questions.

**Mr. J. D. McCullough** (Acting Assistant Deputy Minister, Cultural Affairs Division): If I might answer that, Mr. Chairman, the Art Gallery of Ontario is an associate member and operates within the national museum's policy, which has been instituted by the federal government. As such, they make their collection available to circulate among smaller galleries within the province. They act as a kind of father to the smaller galleries to see that they in turn can accept travelling exhibitions from Ottawa and from the art gallery.

**Mr. Foulds:** Is there any problem in terms of competing for acquisitions with the National Gallery? Is the Ontario Art Gallery limited in that respect?

**Mr. McCullough:** If I may answer, Mr. Chairman, I don't think there is competition. I think each gallery director has his eye on certain collections within the province; that is, existing collections. I think directors of both galleries know where those collections are and know which paintings they want, and I think they make a concerted effort to go after them.

**Hon. Mr. McNie:** In the museum area, one of the breakthroughs this year was making the Chinese collection available for the first time. It was made available to Montreal Fine Arts Gallery and it is now on its way to BC for display in Victoria—and I think this is very healthy.

**Mr. Foulds:** I understand one of the difficulties that both the museum and the art gallery face—particularly the art gallery—in terms of distributing pictures throughout the province is the difficulty in finding a suitable setting in terms of humidity and that kind of thing, as well as the security—

**Hon. Mr. McNie:** That is right.

**Mr. Foulds:** And perhaps with your other hat, Mr. Minister, as Minister of Colleges

and Universities, you can encourage—if there are going to be any developments or additions in those areas—suitable facilities to be built into the facility to start with.

**Hon. Mr. McNie:** We already have 22 colleges and 15 universities we can start with; all of which have first class, or close to first class facilities. That is only part of the way, but it is still a long way from where we were.

**Mr. Foulds:** Some of them as I recall—and I am going by memory here—for example, I don't think Lakehead University has a suitable humidity rating; so it is very difficult to get certain kinds of paintings there. A lot of the public libraries face this problem too. Perhaps if we are going to go to the COPSE report attitude of accessibility and a continual learning process, that is one area where I think you could reasonably loosen up in terms of capital expenditure, if necessary, for the colleges, universities and libraries. I see I have somebody on my side.

**Mr. Chairman:** Shall we move on to the Heritage Foundation now, please?

**Mrs. Campbell:** Can I have a word?

**Mr. Chairman:** Mrs. Campbell and then Mr. Bounsall.

**Mrs. Campbell:** Mr. Chairman, I was one of those in Toronto who was very happy when the Ontario government came into greater participation with the gallery, because we were unable at the city to fund it adequately at all. I must say that I have a bit of disappointment in the fact that more hasn't been done in trying to make collections available across the province, because it was one of the talking points when the matter arose at the city that this would be one of the things which would be accomplished.

I don't suppose when we talk about this building and its suitability, when you have a different temperature in every room—I am not sure that we would do any justice to any of the paintings—but I wonder about a government concerned about the gallery, why they wouldn't be into the rental programme, for example. We have an awful lot of visitors here who come to see this place. I would think that would be one way of having children, especially, who come here from all over the province as we know to the gallery, to see something of what the gallery has.

I must say that Mr. Gelber and Mrs. Davidson and Mrs. Lonsborough tried in a yeoman fashion to bring me up to date in the field of art. I was very critical of the "Hamburger," I can remember, and I wasn't able to understand the artistic quality of "Elvis Presley" either; but it just seemed to me that we shouldn't underestimate those who are involved with the gallery and who may have an objectivity, perhaps, that certainly a lot of the public might not have.

I share, however, the views of those who feel that it should be more representative of the public at large. I, too, have been through an ordeal when it came to the "Archer" on the civic square and I know some of the difficulties of decision. But, I personally would like to see more money available to the art gallery to make it more readily accessible to all of the people across the province than I think it is at the moment.

**Hon. Mr. McNie:** Do you think that money should be used for the purchase of art itself?

**Mrs. Campbell:** Yes, I do. I don't see how the province of Ontario can be a party to the Art Gallery of Ontario with no real budget for the purchase of art. As I say, I have a great sympathy for those who do purchase art because I have been, you know, one of the most frightful critics about things like the "Hamburger" and the "Elvis Presley."

It takes me a long time to get with it I guess in the new approach, but yes, I think we should be actively engaged, particularly in promoting Canadian artists. And I say Canadian advisedly, because I think art transcends the province as it is. I think in this country there are a great many artists who feel they are regionally disadvantaged; that they are not recognized in the west, for instance, as they are recognized in Montreal and Toronto. I am not sure that they are recognized adequately in Ontario either, but we have an opportunity to bring the art of this country together and I think we should be doing something about it.

**Hon. Mr. McNie:** With reference to the Hamilton situation, if I might make a comment; our own company bought half of the art creations that were turned down by the city. There were 15. The rest of them were bought almost immediately, so that a value was placed on them quickly. I think this is worth noting, that the city fathers found out very quickly that the taxpayers weren't with them on this move. They never were so criticized as they were in the press and in other ways afterwards for having been

short-sighted in the way in which they were going to furnish this \$10 million city building.

**Mrs. Campbell:** Oh, yes, and when we had a group at the city hall charged with hanging paintings suitable to that magnificent structure, there were those who felt the paintings were away out and they did get some more traditional works of art for the front lobby. There will always be this kind of dichotomy. But, at least for the young people, if they could have the opportunity to meet with those who are working in the field, those who are dealing in the new philosophies of art, then gradually there could be acceptance of this.

Not all of our artists are engaging in the new modes. There are certainly those who are engaged in traditional modes whom I believe to be excellent. I think you could be criticised if everything is done in the new schools and the new ideas, but surely an amalgam, something that is—amalgam isn't the right word; balance is what I am thinking of.

**Hon. Mr. McNie:** I was interested by your thought that we might be able to use this particular building and its surroundings to better advantage.

**Mrs. Campbell:** At the city hall they did go into the rental programme, but I think there were some problems with the climatic conditions—

**Hon. Mr. McNie:** Climatic conditions.

**Mrs. Campbell:** —and this building would be a disaster for that. But you might have works of art other than paintings, if that is a problem. Look at this room in which we are all sitting, freezing most of the time. How delightful if we could see something other than those walls.

**Mr. D. H. Morrow** (Ottawa West): "Elvis Presley," for instance?

**Mrs. Campbell:** "Elvis Presley," yes.

**Mr. Chairman:** Perhaps we could keep on the Heritage Foundation?

**Mr. J. Root** (Wellington-Dufferin): I look at the Queen, the Red Ensign, the Maple Leaf.

**Mrs. Campbell:** I was not being in any way derogatory; my view is different.

**Mr. Root:** I know.

**Mr. B. Newman:** You are looking at three fellows there.

**Mrs. Campbell:** No. I am looking over their heads! I am not speaking against them in any way.

**Mr. Chairman:** Let's get back to the subject.

**Mrs. Campbell:** Perhaps if the minister is concerned about the flak, if he is apart from the expenditure of money for acquisition, and perhaps if we did get into some programme such as the rental programme and we paid rent, then you could wash your hands of the decisions that are made in that—

**Hon. Mr. McNie:** That's your training at city council!

**Mrs. Campbell:** You have to learn something in the course of a lifetime.

**Mr. Chairman:** Do you wish to speak to the Heritage Foundation, Mrs. Campbell?

**Mrs. Campbell:** I would like to have some further explanation on this one, if I may?

**Hon. Mr. McNie:** Let me just give you a little background. This is an interesting foundation. It's headed by Dr. Langdon. I am very impressed by the work it has been doing.

The foundation was incorporated under the Ontario Heritage Foundation Act in 1967 under the direction of a chairman and a board of directors appointed by the Lieutenant Governor in Council. They serve without remuneration. There are a few points I would like to make.

1. The objective of the Ontario Heritage Foundation is conservation of a wide variety of properties of cultural value. First of all the acquisition, the preservation, the restoration of buildings of architectural historic interest. As the only Ontario government agency presently involved in the general historic preservation field, the OHF owns, restores and manages numerous historic buildings operating in museums or rental properties. They are acquired by donation or by purchase. As funds permit, it makes grants to worthy projects undertaken by other groups or municipal governments. Gifts of historic property and cash are solicited from the private sector. This goes to research and projects and provides professional preservation advice and information to a wide variety of organizations and individuals. Eleven houses are at present preserved by the Ontario Heritage Foundation.



2. The Ontario Heritage Foundation is the official recipient of gifts of works of art to Ontario. Since its inception the OHF has accepted from private donors a number and variety of donations reflective of our cultural heritage. This house and these works of art referred to in Ottawa are recent examples. These include paintings, sculpture, museum and art objects, rare books, antiques, silver and furniture. The OHF evaluates these items and issues a receipt to the donor. The OHF has no facilities for the safekeeping and public display of this material and places it in custody of museums, galleries, libraries and restored historic house museums throughout the province.

It's a good thing they haven't got any storage.

By receiving gifts of aesthetic value, the OHF effectively encourages the growth of the public collections in Ontario and retains within the province many of the important works of art assembled here through the efforts of the private collectors.

3. Parkland conservation. The Ontario Heritage Foundation accepts gifts of land of scenic and recreational value for conservation purposes. Four such properties are owned by OHF comprising approximately 700 acres. Under agreements, these lands are developed and administered by conservation authorities and by the Ministry of Natural Resources.

The OHF's finances may be briefly outlined as follows:

1. Government assistance. In 1968 a \$500,000 grant was provided, of which \$450,000 was invested by Treasury as a permanent endowment. The interest on this is available to the OHF. This currently amounts to approximately \$40,000 per year. In 1969 a grant of \$250,000 was made for property acquisition purposes and grants in aid to community groups.

2. Private donations. Approximately \$220,000 has been received to date in cash donations from the private sector. Most donors, of course, earmark their donations for specific projects.

3. The above funds have for the most part either been expended or already committed to projects and programmes.

**Mrs. Campbell:** Mr. Chairman, could we find out where these places are? Not the parks, but the buildings that they have taken over and preserved?

**Hon. Mr. McNie:** Larry Ryan can speak to this. He heads up our branch.

**Mr. L. T. Ryan** (Executive Director, Ontario Heritage Foundation): Mr. Chairman, is that the list of buildings for which the \$1 million is intended or the other one?

**Mrs. Campbell:** The other one.

**Mr. Ryan:** The foundation owns and has restored the Niagara Apothecary at Niagara-on-the-Lake, which is open as a pharmaceutical museum. We own and rent the Field House, which is near Queenston on the Niagara Parkway. We own a lighthouse in the St. Lawrence River near Brockville, on a small shoal. It is very valuable not only for its historical but also its landscape value. We own the house known as Benares, which is the original for "Jalna" in Clarkson. We own a house in Perth known as St. John's Hall, or the McMartin House, which is a very important Georgian house, probably one of the most important in Canada. We plan to restore this fairly shortly. We own another house in Perth known as Ingeva—again one of the province's early and very important structures. We also own several tracts of park land.

**Mrs. Campbell:** Yes, I was asking, Mr. Chairman, in this particular—

**Hon. Mr. McNie:** I should say, Mrs. Campbell, if I may interrupt for a moment, I didn't mention one little item. In addition, this year, we set up \$1 million for the restoration and preservation of historic properties over and above that which is—

**Mr. B. Newman:** Is this within the province or is that for any specific area?

**Hon. Mr. McNie:** This is within the province, to be spent at the discretion of the Ontario Heritage Foundation.

**Mr. B. Newman:** You don't attempt to expend it regionally so that all parts of the province could benefit by—

**Hon. Mr. McNie:** I am sure that is one of the criteria that the foundation will keep in mind. I hope they are not going to spend it all in Kingston!

**Mr. E. J. Bounsall** (Windsor West): Is that \$1 million that you mention for restoration and maintenance in addition to other funds for acquisitions? We have a list of what has been acquired.

**Hon. Mr. McNie:** That is a capital fund.

**Mrs. Campbell:** This is a capital fund.

**Mr. Bounsall:** You have just mentioned \$1 million was set aside for restoration and maintenance; you did not say acquisitions. Was that a slip on your part? Or are acquisitions to be made out of that \$1 million as well?

**Hon. Mr. McNie:** That could include acquisitions, too.

**Mr. Bounsall:** Does it, Mr. Ryan? Does the \$1 million—

**Mr. Ryan:** In some cases it could include acquisition.

**Hon. Mr. McNie:** Well, it's hard to say, really.

**Mr. Ryan:** In most cases it does not. In this particular case—

**Mr. Bounsall:** It's not \$1 million in addition to funds to be set aside for acquisition?

**Hon. Mr. McNie:** How this is to be used is at their own discretion. This is a capital fund that can be expended entirely within the year. On the other fund only the interest could be used. That's the difference between these two. They may end up not acquiring any buildings. For instance, they would like to do something in Kingston with the city hall, quite appropriately, and they've asked us to help them with it; but I don't think they'll let us acquire it—even through the foundation.

**Mr. B. Newman:** Then you actually do spend moneys for the restoration but it remains the property of the municipality, say, in the case of the Kingston city hall, were you to come along and assist?

**Hon. Mr. McNie:** Yes. The foundation is looking at these things from a provincial historical standpoint more than a local historical standpoint. And quite properly so.

**Mrs. Campbell:** Mr. Chairman I, think I have to say, I suppose, I am very happy that at long last this sort of thing has been recognized as important. I'm sorry that Toronto has no historic buildings, other than those funded by her own historic association. I can recall the battle that I and others put on to try to save the treehouse on Sherbourne St. when this government would give us no money.

I think that what it did do was to buy the furniture in the red room; and I'd be interested if somebody could tell me where it's being displayed. The government didn't buy

that, incidentally. I believe it was Eddy Goodman who bought it; or somebody in that area.

I'm very sad that at a time when there is such a real threat to our historic buildings this is all that is available to the foundation because once they're lost, they're gone. The treehouse is now a parking lot which makes me sick every time I look at it. There are certain buildings of tremendous importance, historically, in the city of Toronto for which the city can't fund the purchase and I suppose they will be destroyed before anyone gets around to doing anything about it.

I recognize the need right across the province, I am not trying to be parochial about it; but just to point out some of the tragedies in the city as I've known them, in our losing beautiful examples of early architecture or of historic worth.

I don't suppose there is much more that I could usefully say on the subject except believe me, at the rate we're going we won't have too much left to preserve if we don't get with it very quickly. This is our heritage. This is the history of our country which is certainly badly taught. Surely to goodness we could preserve something that is visible to our young people of the past of the province.

What are the guidelines? I'm particularly concerned because we have such perfectly rotten legislation for the preservation of historic buildings in the city. We have no control over their demolition at all. We could cause a delay for 90 days or something which is a useless sort of exercise if you can't find the moneys for purchase. You already have organizations, historic associations and the rest, I'm sure, across the province which could be helped with funding in order that they could carry out their functions. It seems to me that either this foundation has to be given more funding or there has to be provision in this budget for funding to associations which already exist so that they can really do a job in the area in which they have jurisdiction.

**Hon. Mr. McNie:** Without underestimating the problem and the concern we all share for seeing some of these landmarks disappear, the fact that throughout the province—if we can just disassociate ourselves from the Toronto milieu just for a moment—we have made great progress in retaining some of the historic landmarks through various ministries.

I think we're not as conscious of it as are people from across the border when they come over here and they see what we've been able to do in some areas with some of our



old buildings and how we've been able to recreate some of the environments that have long since gone.

If we compare ourselves with some of the European countries, I think we would find ourselves lacking in that we haven't placed as high a premium on old buildings as we should have. The difficulty, and we're wrestling with it right now in the ministry, is to come up with legislation that will work, especially in a downtown part of a city where—

**Mr. Duksza:** What kind of legislation? Can I interrupt you here, now? You say you are wrestling with this problem, Mr. Minister. What kind of legislation are you proposing actually to preserve the architectural heritage of, let's say, Toronto? Can you share with us some of your ideas on it?

**Hon. Mr. McNie:** It's pretty hard to share more than the concern that you've expressed, Mrs. Campbell, to try and at least defer demolition until there's been some opportunity to have some kind of alternatives explored. As to whether or not you're prepared to—

**Mrs. Campbell:** But we were promised this legislation! At the private bills committee we were advised that we didn't have to worry any more in Toronto because the legislation, the general legislation, was coming in which would enable us to protect these places. Don't tell me it's no further than just a concern?

**Hon. Mr. McNie:** No. There will be legislation. I don't know what you were promised, or by whom.

**Mrs. Campbell:** It was the spokesman for the minister—I suppose it was the Ministry of Municipal Affairs or Intergovernmental Affairs. I would think that had to be the gentleman. I wasn't familiar enough with him to know.

**Hon. Mr. McNie:** It wasn't from our ministry, I'm sure.

**Mrs. Campbell:** No, but they said we didn't have to worry. One of the great pleas for development control, for all these things we've been putting forward for years, was the preservation of historic buildings. They assured us that that legislation would be coming forward at this session. This worries me.

For instance, why would a city be placed in the position of having to have private individuals move the Campbell house—and he was no relation as far as I know although I'm sure he belonged to the clan. Why,

though, wouldn't that house remain where it was in that historic village or historic town? It's sad that these things have to happen. If now we're just concerned about it, Mr. Chairman, I am very worried.

**Hon. Mr. McNie:** I think our concern goes further than words.

**Mrs. Campbell:** I'm sorry if I said too much.

**Hon. Mr. McNie:** No, but answering your question, I can't be more specific than I am at the moment. As I say, in fact, we are wrestling with trying to bring down something that'll be effective. It's one thing to bring down some legislation; it's another to bring down legislation that's going to be effective, but not necessarily effective in all circumstances. One of the first things you run into is the distinction between what is an historic house and what is an old house.

**Mrs. Campbell:** Of course, this is—

**Mr. Foulds:** Yes, I'd like to interject. I'm glad there's a hospital for sick children on the site of Mary Pickford's house.

**Mrs. Campbell:** Yes.

**Mr. Morrow:** Mr. Chairman, I have a question that has crossed my mind on occasion. What about the taxes on the donors of private property to the Ontario Heritage Foundation? Who pays the municipal taxes on those if you own them? Is there a grant in lieu of existing taxes to the municipality or does that home then cease to pay any tax? Could anybody straighten me out on that?

For example, there has been a recent donation to the city of Ottawa for quite a substantial, expensive home, something in the neighbourhood, I guess—with the art and everything with it—of \$1 million. I was wondering how the person who looks after that, or the curator of it as long as they live—who pays the taxes on that property?

**Mr. Ryan:** Under the Ontario Heritage Foundation Act, none of the foundation's properties are taxable.

**Mr. Morrow:** None are taxable; so the municipality really is out the taxes of that particular property.

**Mrs. Campbell:** They are for most things the government owns.

**Mr. Drea:** I think in fairness, Mr. Minister, it should be pointed out that under the new subsidy programme administered by the provincial Treasurer (Mr. White), the municipi-



pality recovers a fair chunk of that assessment under subsidies.

Mrs. Campbell: Oh, come on!

Mr. Drea: That is what it was put there for.

Mrs. Campbell: They do on colleges and universities and hospitals.

Mr. Drea: We raised it this year, Mr. Minister.

Mrs. Campbell: We did.

Mr. Drea: We raised it very substantially—

Hon. Mr. McNie: I think it was \$30 million.

Mr. Drea: I have two or three in my riding; and I appreciate it.

Mrs. Campbell: But that doesn't answer all of the questions. Could I know, where is all the furniture in the red room, or the railroad room as it's called?

Hon. Mr. McNie: We will have to look into it.

Mr. Chairman: Mrs. Campbell, this is something that—by the way the gentleman is shaking his head it is not available—but he'll get it to you.

Mrs. Campbell: Nobody knows—sold off to people.

Mr. Chairman: This is not part of this affair here, this is a grant.

Mr. Drea: Mr. Minister, if I could raise a little point, it might clarify it. The old Department of Municipal Affairs prior to the—and the study is still going on—we are doing an inventory to try and differentiate between the old and the historic and all the other things. They are compiling an inventory; this is one of the difficulties, it has never been done in this province before.

Mrs. Campbell: The municipalities tried to do it, but we ran into problems because the legislation was so inadequate that we didn't dare publish lists because that would be the first property that would be demolished.

Hon. Mr. McNie: Yes, that one of the—

Mrs. Campbell: This is the problem. We couldn't publish our lists. But we have an inventory on it.

Mr. Foulds: Mr. Minister, I understand—

Mr. Chairman: Mr. Bounsall is the next speaker. Are you shocked?

Mr. Bounsall: Mr. Chairman, I never had reason to think about antiquities or antiquarians until I got into the Ontario Legislature. I find myself rather concerned about it now.

Hon. Mr. McNie: I thought you were going to say surrounded by it.

Mr. Bounsall: Not only just the ideas that I hear—

Mrs. Campbell: Don't say surrounded by it.

Mr. Bounsall: No, certainly not, not on my right at the moment anyway.

I'm rather concerned about the small amount of money being granted to the Ontario Heritage Foundation, although they must feel they are rolling in wealth compared to the other years they've gone through. I gather this means \$1,040,000 they have this year.

Hon. Mr. McNie: It seems to me somebody else said "what's a million?" once before.

Mr. Bounsall: Yes, that is roughly at least four times what they have had in the past. I assume that this is to be spent largely on acquisition, restoration and maintenance. I can be assured that none of this is going to be spent on salaries, studies, setting criteria for selection and so on; is that correct? It is going to be spent in acquisition, restoration and maintenance?

Hon. Mr. McNie: Somebody whispered in my ear, "absolutely."

Mr. Bounsall: Absolutely?

Hon. Mr. McNie: Correct!

Mr. Bounsall: Correct; that it will be spent entirely on that. All right!

Mrs. Campbell: As long as he didn't say "possibility."

Mr. Bounsall: What is the total personnel in this new unit that's going to be making the selection and distributing the funds, besides Mr. Ryan? What staff does Mr. Ryan have to help him in this area?

Mr. McCullough: Mr. Chairman, if I may, I think the selection and the allocation of the funds will be made by the foundation itself.

Mr. Bounsall: By the directors of the foundation?

**Mr. McCullough:** By the directors of the foundations.

**Mr. Bounsall:** What personnel is there for the administration work, besides Mr. Ryan?

**Mr. McCullough:** At the moment it is just Mr. Ryan and his secretary. There are funds allowed for an executive assistant to Mr. Ryan.

**Mr. Bounsall:** One more person as an executive assistant for this coming year, but not out of that \$1 million?

**Mr. McCullough:** No.

**Mr. Bounsall:** Okay! I certainly hope and anticipate that this section of your ministry will not only grow in terms of personnel, but certainly grow in terms of overall funding as the years go on.

I'm interested in the choice of buildings which will be restored, maintained or acquired. You obviously haven't had much funds over the last few years, since 1968 and 1969, to do much acquisition or restoration or maintenance. You have now got roughly four times that amount—still a very small amount. But what criterion are you going to be applying? What's the age cut off, for example, in terms of what is an antiquity and what is historical and what is not?

For example, I gather the federal government's Canadian Inventory of Historic Buildings—and I say "historic buildings," because that's the name—have found 150,000 buildings in Canada pre-1880, of which 20,000 are in Ontario. These are historical buildings prior to 1880. If you take the 20,000 in Ontario of historical significance, that is \$50 a piece this coming year; so there are bound to be a few choices and selections made. How is that going to be gone about? What criterion are you applying?

**Mr. McCullough:** If I may, Mr. Chairman, I think I can speak to this—although perhaps Mr. Ryan is more knowledgeable in this area. The Ontario Heritage Foundation is composed of people expert in this field and they are aware of the more important houses and buildings in the province. Also, I think the \$1 million has been pretty well earmarked for those areas and those cities where restoration is actively contemplated, and where assistance has been requested.

I think, as you say, there are so many buildings that require some assistance it is not too difficult to find out which buildings should receive the assistance in this particular year.

**Mr. Bounsall:** All right, there are going to be many applications. There are 20,000 that are on one particular Canadian list in Ontario. So let's say one-quarter of them apply. That would be \$200 a piece, if you scattered it amongst those that apply. Are you saying that you are fully confident that the board of directors will make the proper choices? If you asked them what criterion they will be applying, would their answer be simply "leave it to us," or do they have some criterion that can be articulated?

**Mr. McCullough:** I think, if I may, Mr. Chairman, the requests have not just started coming in, I think the requests have been coming in for some time from interested people who are endeavouring to restore buildings. I think that it should be pointed out that the fund is generally for restoration projects on important buildings; not so much acquisition or renovation, but restoration of buildings actively taking place. For example, as you know, its part of Kingston's tercentenary celebrations to restore its city hall.

**Mr. Bounsall:** What age is that city hall?

**Mr. McCullough:** I think that it is about 1850, I believe. I'll let Mr. Ryan answer that one. He says I'm close enough.

**Mr. Bounsall:** Okay. Now how does one go about obtaining consideration? Does one simply write the Ontario Heritage Foundation? You don't have to funnel it through one of the historical associations, or anything of this sort?

**Mr. McCullough:** I think if they wrote the ministry or the Ontario Heritage Foundation they would—

**Mr. Bounsall:** Which would be best? You've put an "or" in there.

**Hon. Mr. McNie:** To the Ontario Heritage Foundation I would think.

**Mr. Bounsall:** Okay!

**Mr. McCullough:** I think we would deal with them probably, yes.

**Mr. Bounsall:** Okay! I bring this up because Dr. Parr seems to want to interject at the moment. Not interested in antiquities or antiquarians?

**Dr. Parr:** What makes you think that?

**Mr. Bounsall:** Well, I would have thought you would have interjected by this point. My knowledge of you would tend to make me assume that you weren't.

**Dr. Parr:** An appropriate answer escapes me, Mr. Bounsall.

**Mrs. Campbell:** You'll think of one.

**Mr. Bounsall:** There are two or three in my community to be parochial—to discuss the parochial vein for a moment—that are quite old.

**Mr. B. Newman:** That is not parochial.

**Mr. Bounsall:** Two of them happen to be churches. The Assumption Roman Catholic Church and St. John's Anglican have pieces that date back prior to 1840, not just prior to 1880. Both are in the old town of Sandwich, which was originally settled back in the 1770s, and would certainly merit consideration.

In both of these cases they have parishes which are dwindling in population and their finances are dwindling. They are fast coming to the point, which they wouldn't have envisaged even 20 years ago, that they could not restore and maintain these particular church properties. I assume because of their age, if not their architectural significance, that these would merit high consideration.

The other one which I want to speak on and which the minister is well aware of, and I'd like to know his up-to-date thoughts on the matter, is the building called the Old Sandwich Library, which was built in 1880. It was originally something else connected with your ministry which should be of further interest. It was originally built as a teachers' college. It was given, I think, for \$1 a year by the province for use as a library. In this past year the library moved to a supermarket plaza and that building and property have been given to OHC to be torn down for a senior citizens' building.

I would think this property could be maintained as part of the heritage programme for the maximum price of providing an equivalent amount of square footage somewhere in the west end, on a bus line.

**Hon. Mr. McNie:** We are talking to the city hall about that.

**Mr. Bounsall:** What is the current state?

**Hon. Mr. McNie:** I don't know. I left it with Ontario Housing to visit with the city corporation on it, because they had indicated a preference for the citizens' home on that site. I suggested they go back and talk to them again about it and that surely there must be another site on which they could accommodate the senior citizens. Actually it

is, as you know, a very advantageous site for a senior citizens' home.

**Mr. Bounsall:** It is a very nice site for many things, including what is there now—

**Hon. Mr. McNie:** They are not committed to going ahead with the building.

**Mr. Bounsall:** —for development as a museum, or some other project that is an active one, not just a museum.

**Hon. Mr. McNie:** Yes.

**Mr. Bounsall:** It's a rather beautiful old building and a very choice site in the community, as a matter of fact. It's right on a bus line as it works out, right on the main thoroughfare. If the worst comes to the worst, the ministry or Heritage Foundation should be able to have it for the price of a lot of equal size anywhere in the west end on a bus line. That comes pretty cheaply in terms of acquiring a building of 1880 with an historical connection with your ministry as a teachers' college. I think it merits pretty high consideration.

Even if there isn't a good, well thought-out submission—and there are several—for use of the building, even if there weren't something which the ministry or the Heritage Foundation would say is an appropriate use, it would be worth, in my opinion, making this switch in order to maintain and keep this building.

Have any of these grants which you give to other groups and agencies to assist the restoration, maintenance or what have you of historical things gone to any of the historical societies in the province, specifically the Essex County Historical Society?

**Mr. McCullough:** Mr. Chairman, I think the \$1 million has been pretty well earmarked for specific restoration projects within the province and as such will not go to the support of any historical or architectural associations.

**Mr. Bounsall:** Okay!

**Mr. McCullough:** They go to the project itself as assistance only.

**Mr. Bounsall:** All right! You mentioned, or someone mentioned—maybe it was the minister that there were grants going to agencies and groups to assist. I gather that all comes out of the \$40,000 and none out of the \$1 million.

**Mr. McCullough:** That's right, Mr. Chairman.



**Mr. Bounsall:** Okay! What sort of advice are you taking, if any? What sort of communications do you have with any of the various historical societies around the province? What advice is the board of directors taking from the various historical societies?

**Mr. Ryan:** A great deal! Quite often we hear of proposals first from historical societies or historical foundations which are orientated more to owning property. This is quite often where we get the first indication that a building is endangered or could be had for preservation purposes.

**Mr. Bounsall:** Okay! Now, I suppose I am touching on proposed legislation. How are you going to go about preserving, restoring and maintaining these buildings which are brought to your attention? These are buildings which are not in the category of old churches or buildings which are public or semi-public at the moment. Once you have found an appropriate building, will the legislation designate that building, saying that it cannot be torn down or destroyed? Is that the type of legislation you are looking at as a first step in seeing that these don't disappear?

**Hon. Mr. McNie:** I really can't speak to the legislation except to say that that's certainly one of the considerations.

**Mr. Bounsall:** I take it that in terms of drafting legislation, nothing has been started yet.

**Hon. Mr. McNie:** That's a pretty absolute position you have taken just now, I mean—

**Mr. Bounsall:** I assume that in drafting legislation nothing has started yet.

**Hon. Mr. McNie:** Oh, yes.

**Mr. Bounsall:** Any lines on paper at all?

**Hon. Mr. McNie:** Oh, yes.

**Mr. Bounsall:** Well, could you expand a little bit?

**Hon. Mr. McNie:** No, I can't, because we are only—

**Mr. Bounsall:** Not even any hints?

**Hon. Mr. McNie:** We are only the ministry and it still has to go through at least a couple of more levels before it comes to government.

**Mr. Bounsall:** Okay. Where you pick a building, take an example of an old home which has an historical value. Some of the 20,000 in Ontario which date to pre-1880 must fall into this category and most are privately owned. Let's say it is a big, old place. The present owner is having trouble maintaining it and he is about to carve it up into apartments or chop off half of it or do something which would destroy it. So you say: "Okay, here is a building worth spending some money on to restore and maintain it in its present condition." What guarantee are you getting in return that the building will stay that way or stay in the one piece that you are hoping—bearing in mind that you are about to spend some money on it—what sort of guarantee are you getting that that will continue in its present condition?

**Hon. Mr. McNie:** Well, at the risk of appearing to be fencing again, I think that this will be one of the things embraced in the legislation. And I think that you can be sure that if the government is going to invest any money in such a building, it is going to want some assurances that that property is not going to depreciate or get out of the private owner's hands without there being some assurance it is going to be sustained or maintained.

**Mrs. Campbell:** Mr. Chairman, the discussion is becoming awfully bloated, couldn't we get something—

**Mr. Bounsall:** Okay, so you get a side easement on the property with the present owner. Now that owner decides to sell or he dies and the house is sold. How can you maintain that side easement through another private purchaser?

**Hon. Mr. McNie:** I can't speak to that at the moment, Mr. Bounsall.

**Mr. Duksza:** But before the government comes to any decision on this type of legislation, don't you think it should have some kind of a moratorium that would apply, especially in the city of Toronto, on buildings of historical and architectural interest? I don't mean a cut-off period specifically, like 1880 or something, but there should be a moratorium before we lose any more homes.

**Hon. Mr. McNie:** I don't think it is fair to just put a date on these things. Date is one of the criteria, but it is only one of the criteria.

**Mr. Duksza:** I agree with you.

**Hon. Mr. McNie:** As you would be the first to admit.

**Mr. Bounsall:** I don't know how wide a gunshot they used, but I gather that the Canadian inventory has already found, as I quoted, 20,000 buildings of historical significance, dating from 1880 or earlier. Now they have found them to be historical, using some criteria, and they are all built prior to 1880. Now within that group you could say: "Okay, we will first take a look at the ones built prior to 1840." There has been some work done at no expense to the Ontario government, from the sound of it, in actually picking out these buildings. Is that list not available to the Ontario government or the Heritage Foundation?

**Hon. Mr. McNie:** Oh, I dare say we have our own inventories too. I would imagine we would be reluctant to make such inventories publically available, particularly in some areas, for the same reasons that Mrs. Campbell indicated.

**Mr. Bounsall:** How is the Ontario inventory coming? How many have you got on it? What is the oldest one you have on the list? What is the youngest one you have on the list?

**Mr. Ryan:** The Ontario inventory, in order to make any sense at all, must be integrated with the federal inventory. There is great difficulty if everybody is running around making separate inventories, as they use different standards. There has to be some overall view of what constitutes an historic building, some value judgement based on criteria acceptable to all, otherwise you have only a number of private opinions or the opinions of a group of people who belong to a particular locale.

**Mr. Bounsall:** Has any agreement been reached, between Ontario, with your view, and the federal government with its list? Has that agreement been reached? Are you satisfied with the criteria in picking the 20,000?

**Mr. Ryan:** The federal inventory at the present time is a quantitative inventory. It is listing everything that is still standing from before the cutoff date of 1880 in the east and southern Ontario, and 1914 in the west. Phase 2 and phase 3 will involve judgements on a selection of those buildings to bring down our list of important buildings to a more manageable size.

**Mr. Bounsall:** I gather Ontario will be having a say on that criteria?

**Hon. Mr. McNie:** I would hope so.

**Mr. Bounsall:** Or will it all be done by the federal government?

**Hon. Mr. McNie:** I would hope so. The federal government is doing the study, but to date it hasn't put up any money.

**Mr. Duksza:** There is no use having this type of list unless the government is prepared, in one sense, to move in if there is a danger of destruction of the work which we are talking about. You need some kind of enabling legislation which puts a moratorium on immediate destruction. In the city of Toronto this is going on all the time. Buildings of great historical and architectural interest are being destroyed. Even before you do a major preservation on the French model, which has both advantages and disadvantages, you should have some kind of power to be able to stop the proposed destruction of a building.

**Mr. Chairman:** Ladies and gentlemen, I would like to suggest here that our task is to go over the grants that are proposed by the ministry. I think you have all made your points very clear to the minister, that you have reservations about legislation; and I think he has also indicated that the legislation isn't merely in his ministry. I would hope that he will receive the message. I think you will find many people will agree with the thinking that you are producing on this. I would like to suggest that, if we could, we move on on this subject. I think you have made your points clearly.

**Mr. Bounsall:** I would like to continue with one further point. We are talking about the selection of buildings on which to spend \$1 million. How far along on development of the second, more qualitative criterion is the federal government or Ontario's input to the federal government on this?

**Hon. Mr. McNie:** What has this got to do with the \$1 million right at the moment?

**Mr. Bounsall:** You are going to be spending \$1 million on restoration and maintenance, having made a selection of some kind. You have a qualitative list of 20,000-plus buildings in Ontario which are prior to 1880. I thought there had been some more qualitative input.

I thought they were all of historical interest as well, with some subjective analysis made on that. We hear from Mr. Ryan that it is only everything prior to 1880 and that there will be a second and a third criterion



applied. Certainly you wouldn't want to be spending \$1 million on simply a quantitative criterion only. I am interested in how far advanced development of the second criterion is.

**Mr. Chairman:** I think it has become clear, Mr. Bounsall, at some stage in this discussion, that this \$1 million is money that has been requested for some time for a number of projects and they have been considered to be of sufficient importance to justify this kind of money. What you are talking about, if I get it correctly, is the second and third stages of the federal survey. This \$1 million is already earmarked for buildings such as the city hall in Kingston, which was in the press for a large amount of money.

**Mr. Bounsall:** I understand that the list that Mr. Ryan gave out — the Niagara Apothecary, the Field House—

**Mr. Chairman:** Those are presently in existence. They came from the \$40,000.

**Mr. Bounsall:** All right! We can ask, directly then, if you are correct, Mr. Chairman: The \$1 million is all clearly earmarked. Where is it going this year, if you are correct, Mr. Chairman?

**Hon. Mr. McNie:** I don't think Mr. Ryan can answer that until the foundation has met and discussed it. After all, there have been a great many requests. If I may correct what I understood the chairman to say, if the requests which have been coming into the foundation for help are added up, they would add up to considerably more than \$1 million; it would be many millions of dollars.

**Mr. Bounsall:** For interest, could we have that figure, then? The sum total of the requests which are already in?

**Hon. Mr. McNie:** It all depends on whether you are talking about acquisition or restoring. There is a big difference, I think, as to how involved the government is going to get. There are many communities which have asked the government to buy buildings, which the government wasn't able to buy, but which they themselves, through private funds and local funds, have been able to save.

**Mr. Bounsall:** Okay, but the majority—

**Hon. Mr. McNie:** These are homes which they thought had a provincial significance, historically.

**Mr. Bounsall:** Okay, but the majority of the funds, as we have already heard, are going to be spent on restoration and maintenance—and presumably there are long lists of applicants already in. My question is: What does that list total in terms of funds applied for on restoration and maintenance?

**Hon. Mr. McNie:** I think Mr. Ryan can tell us that.

**Mr. Bounsall:** Not acquisition, just the restoration and maintenance part.

**Mr. McCullough:** Mr. Chairman, Mr. Ryan tells me that they have well over 1,000 projects that are being restored and I think—

**Mr. Ryan:** May I say—

**Mr. Bounsall:** Please do.

**Mr. Ryan:** May I just state that in a different way. We, along with every other preservation agency on the continent of North America, are daily inundated with dozens of proposals and requests for funding of one kind or another. Now, quite often these are impractical. People obviously want to turn a building into a museum straight away. Well, you can't do that. You would have several thousand of them in the province. This is not a practical suggestion. There are a number, however, of very top priority projects, which require help now.

**Mr. Bounsall:** The Newburg Academy in Napanee and so on?

**Mr. Ryan:** It's an interesting building. We ultimately need an inventory, of course, to give us some way to sort out priorities.

However, it's obvious that some buildings are more important than others from an historical, architectural, environmental and social point of view. Also a project, if it is going to succeed, has to show some signs of providing a good future use. You can't restore a building and then leave it vacant.

Now, out of well over a 1,000 such proposals that are still coming in on a daily basis, we have selected a certain number that are obviously of a higher priority.

**Mr. Bounsall:** Could we have the list, please?

**Mr. Ryan:** Well, I am afraid that—well, one of them has already been given, the Kingston city hall.

**Mr. Bounsall:** All right!



**Mr. Ryan:** We have made this public—a major grant for the restoration of that great classical building—but—

**Mrs. Campbell:** How much is that?

**Mr. Bounsall:** How much, yes?

**Mr. Ryan:** It was \$225,000. Restoration work is very expensive on major buildings.

Now, the other ones I'm afraid are in various stages of negotiations. Some of them require the acquisition of property; not necessarily by the foundation, but perhaps by other groups. The moment the word gets around that any agency at all—or even an individual, let alone a government agency—is interested in the possibility of acquiring a property, its price has a habit of going up.

**Mrs. Campbell:** Or the property of going down.

**Mr. Ryan:** That's equally true.

**Mrs. Campbell:** One or the other.

**Hon. Mr. McNie:** There was nobody else who wanted to buy the city hall in Kingston.

**Mr. Chairman:** Mr. Newman.

**Mr. B. Newman:** Mr. Chairman, I wanted to ask of the ministry if in the eyes of the Heritage Foundation the building that Mr. Bounsall mentioned—the former teachers' college in the city of Windsor—is considered of some historical significance.

**Mr. Ryan:** I can't say that I know the building well. It would, certainly because of its date and because of its style, have historical and architectural significance; but then similar claims can be made for a good many other buildings. The secret is in finding a use for the buildings; and it was mentioned earlier that the library went elsewhere.

Now, if libraries don't want to use these buildings; if schools don't wish to use them—what are we going to do with them?

It's not necessarily a financial problem.

**Mr. B. Newman:** Well, there is no problem putting the building to use, because the teachers in the community want to make it into a museum. So that it will be put to use, and I understand that there would be no problem as far as the operation of the building would be concerned. My first concern is whether the ministry considers the building worthwhile preserving as it is now and converting it into a school museum or a museum exhibiting various artifacts connected with education?

**Mr. Foulds:** Like the black leather strap and other historical goodies.

**Hon. Mr. McNie:** I think one of the things we have to be careful about is to distinguish here what the foundation determines and what the ministry determines. The ministry is not determining here.

What the ministry is doing is trying to help make sure they have an opportunity to make this determination, Mr. Bounsall; and that is really what we are talking about here.

**Mr. B. Newman:** Well, eventually you are going to have to make the decision though, will you not?

**Hon. Mr. McNie:** No, we don't. In the final analysis the foundation makes the decision. The archeological and historic sites board makes the decision as to where they are going to put plaques, but we may make recommendations the same as you.

**Mr. B. Newman:** All right, but the Ontario Heritage Foundation is going to be involved in it after some fashion, regardless; so your ministry is involved; so you are involved. I am simply wondering whether in the eyes of your ministry and other associated governmental departments they consider the building under discussion worthwhile preserving in its present location—

**Hon. Mr. McNie:** It has some merit.

**Mr. B. Newman:** —and being converted into a museum.

**Hon. Mr. McNie:** I can say it has some merit. As to whether it is converted into a museum will depend on local initiatives for the most part.

**Mr. B. Newman:** Well, the local initiative will convert it into the museum.

**Hon. Mr. McNie:** People have done this even with railway cars up in Cochrane—they did a beautiful job with two railway cars. What I am saying is that there are other criteria that are involved here, as well as whether it is an old building that has some, in some cases, sentimental value to the local community as well as age.

**Mr. B. Newman:** All right, we will leave it to the school teachers to convert it into the museum. Is it worth preserving in the eyes of the Heritage Foundation? Is it considered an historic building and the type of building that they would like to see preserved? The end result that it is going to be

put to would be a museum for educational artifacts.

**Hon. Mr. McNie:** In all fairness, to speak to this, they may decide that it is worth preserving, but they may also decide that with the dollars they have available it may not be the top priority. Now we think it is important enough as a ministry to make sure they have that opportunity; that it isn't demolished.

**Mr. B. Newman:** I accept that, Mr. Minister, but my thought is that if it is worth preserving, but not keeping it in the present location, that maybe it could be moved to another location. The reason I make mention of this is because of Greenfield Village in Detroit, where they have collected historic buildings from all over the United States and have assembled them in the one location. I know in some communities we are not going to be able to preserve buildings in the downtown area because developers and others are going to have such a strong hand that they are going to probably force the demolition or the removal of buildings to another location.

Now if the teachers could not have the museum located in this building at this location they may—I am not saying they would—they may accept another location for the building; providing that the building is considered historic enough in value to be preserved.

**Mr. Chairman:** I think you brought this question up with the Minister of Education (Mr. Wells) once I believe, didn't you?

**Mr. B. Newman:** Yes, it has been once—

**Hon. Mr. McNie:** I think between he and Mr. Bounsall they have given the subject lots of airing, and I say that without disparaging their efforts. I think they are seriously concerned with getting the ministry and the foundation to look at this building in the way it deserves to be looked at; and I frankly can assure them it will be. It is a thick file and everybody in Windsor isn't agreed as to the importance of this—

**Mr. Bounsall:** I would just like to add two more thoughts to it, Mr. Minister. There is more than one group interested—

**Mr. Chairman:** Excuse me, Mr. Newman still has the floor.

**Mr. Bounsall:** Okay, I will come back to it.

**Mr. B. Newman:** We will let Mr. Bounsall go back to this shortly. In the meantime, I wanted to ask of the minister if he is con-

sidering, in addition to the complete restoration of some of the buildings, the application of some type of signs for some of these buildings—such as we noticed during centennial year. We had centennial farms designated throughout the communities and I thought it was a nice way of picking out older, if not necessarily historic, buildings. Driving down country lanes and seeing a century-old farm immediately brought to my attention that this area has been settled for 100 years at least; you maybe even have the original building on the present location.

Is there any thought at all to recognizing some of these historic buildings by means of some type of a sign, or is that going to pinpoint them and as a result make them a little too expensive to purchase later?

**Hon. Mr. McNie:** No, as a matter of fact, through the archaeological and historic sites board, a lot of these properties are being marked now. For instance, there was a ceremony just a couple of weeks ago at St. Michael's Cathedral where one of these large plaques was put up on the lawn in front of the cathedral. I think there are, I don't know how many, I was going to say several hundred—

**Dr. Parr:** Several hundred!

**Hon. Mr. McNie:** Yes, around the province, and I know—

**Mr. B. Newman:** I know that, Mr. Minister, but you see that is an expensive plaque.

**Hon. Mr. McNie:** Yes, but what I was going to say is, it may well be that what we should be doing is investigating; there are smaller plaques, too, and some of these have been put up, as you know, under Tourism and Industry in the past. One of the things we are trying to do—

**Mr. B. Newman:** Yes, and I think it is the right approach that is being used. My thought is really just to identify it now as a tourist attraction and as recognition of a building that is of some historic value; you have the long-range programme of restoring some of these, but meanwhile recognize it by some type of notice, even if it's only by a painted sign.

**Hon. Mr. McNie:** Yes, I agree.

**Mr. Chairman:** Thank you, Mr. Newman.

Everyone can hear the bell, I would presume it isn't a quorum call; it must be a vote. So I would like to suggest we adjourn; and it has also been suggested that we should

adjourn until after the question period tomorrow afternoon.

**Mr. Morrow:** I so move.

**Mr. Chairman:** The minister has asked me to extend an invitation. There is a very sig-

nificant event at the Royal Ontario Museum at 8:30 this evening and everyone is welcome.

Is that right, Mr. Minister?

**Hon. Mr. McNie:** That's right.

The committee adjourned at 6 o'clock, p.m.

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#### ERRATUM

No.	Page	Col.	Line	Should read:
S-39	S-1165	1	24	Hon. Mr. McNie: Do you feel this could

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# Legislature of Ontario Debates

## **STANDING COMMITTEE ON SUPPLY**

**Estimates, Ministry of Colleges  
and Universities**

**Chairman: Mr. S. B. Handleman**

**OFFICIAL REPORT — DAILY EDITION**  
**Third Session of the Twenty-Ninth Legislature**

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**Tuesday, June 19, 1973**

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**Speaker: Honourable Allan Edward Reuter**  
**Clerk: Roderick Lewis, QC**

**OFFICE OF THE SPEAKER**  
**PARLIAMENT BUILDINGS, TORONTO**  
**1973**



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(Daily index of proceedings appears at back of this issue.)

# LEGISLATIVE ASSEMBLY OF ONTARIO

TUESDAY, JUNE 19, 1973

The committee met at 8:08 o'clock, p.m., in committee room No. 1; Mr. R. B. Beckett in the chair.

## ESTIMATES, MINISTRY OF COLLEGES AND UNIVERSITIES

(continued)

On vote 2405:

**Mr. Chairman:** Would the meeting come to order, please. As far as substitutions are concerned, I have Mr. Lewis for Mr. Gisborn.

By arrangement we are now returning to the Ontario Educational Communications Authority. Mrs. Campbell please.

**Mrs. M. Campbell** (St. George): Mr. Chairman, when we last dealt with this matter I had really come to the conclusion that I had covered about all of the things that I wanted to cover. However, in the meantime I read an article in the *Globe and Mail* and I came to the conclusion that somehow or other, apparently neither Mr. Lewis nor I had made our point, because there was no indication in the article that anything that we have been saying had been able to get through to Mr. Ide, or he could not have given out the story that he gave to the press. So I suppose the only thing that I can do is go back and look at the operation—no, I am not going back to the beginning —

**Mr. F. Laughren** (Nickel Belt): Square one!

**Mrs. Campbell:** —but I said before and I will repeat it, this place is top heavy with chiefs. It certainly has at the top the educationists, who seem not to have any sort of real relationship with the production people. I did have some information given to me before to demonstrate the kind of salary splits and the sort of echelons of this organization, and I would like to go through some of them again.

For example, is it not a fact that there is one project officer at a salary of \$25,345 who has been, and may still be, attending Ryerson to learn production techniques?

**Mr. T. R. Ide** (Chairman, Ontario Educational Communications Authority): Mr. Chairman, if I might make comment on that very briefly, we've had a policy in the authority for a number of years for individuals who show a particular talent. Educators who show a particular talent towards production are sent to courses so that they can fulfil the position of an education producer. This is the way in which we can perhaps try to ensure that there is a better understanding of both the production values and the education values.

Prior to this time, we've had four members of the authority who have attended such courses, two people who were producers who took some education courses and two people who were educators who took some production courses. If I've neglected to mention it, I should mention now that two of the educators who took production courses were Mr. Hanley and Mr. Labow who have since performed, I think, an outstanding service to the authority in that field.

**Mr. S. Lewis** (Scarborough West): Did they go to Ryerson?

**Mr. Ide:** We sent them to courses at Ryerson.

**Mr. Lewis:** Hanley and Labow?

**Mr. Ide:** That's right.

**Mr. Lewis:** Quite a touch for Ryerson!

**Mr. Ide:** Pardon me. It was Mr. Hanley and Mr. Torney who went to Ryerson. Mr. Labow was a producer and took an education course and became an educational producer.

**Mrs. Campbell:** The other way in which we train producers is to have female assistant producers, training them at a differential in salary, I understand, I would refer to Jill MacFadden and the training that she was asked to do while she was with OECA. Is it not also true that you have another project officer working in the same section who is also a project leader earning a salary of \$13,200?

**Mr. Ide:** I'm not aware of this particular project leader, Mrs. Campbell.



**Mrs. Campbell:** Could you tell me what a project leader is?

**Mr. Ide:** We have very few projects as such in the authority as yet.

**Mrs. Campbell:** You have a lot of project officers. I am talking about project leaders.

**Mr. Ide:** Yes. Where we have a substantial series of programmes to be produced it's our policy to establish one particular officer. The officer may be a producer or the officer may be an educator. In that case, they really have the authority to make the necessary decisions that will ensure successful production.

**Mrs. Campbell:** Do project leaders carry senior responsibility?

**Mr. Ide:** I would suppose that anyone who is responsible for a production or anyone who is responsible for a series of productions carries a substantial amount of responsibility. I think that the degree of responsibility depends to a certain extent on the size of the particular project and the extent of the particular series. The responsibility would vary really with the nature of the project.

**Mrs. Campbell:** Do they have responsibility for the budget for their project?

**Mr. Ide:** They have responsibility with some control factors built in.

**Mrs. Campbell:** Could you explain to me the difference between the duties of a project leader earning \$13,000 who presumably does not have to go to Ryerson to learn production techniques and the duties of the project officer earning \$25,345?

**Mr. Ide:** I suppose that the project officer you are referring to is a person who has had considerable experience and seniority in the organization or else he or she would not have reached that particular level of salary. But, if a person is a relatively new employee and has come to the authority from university or from the production field and is still in the learning stage, I think that it's common in our organization, as it is common in many organizations, that new employees receive lesser salaries than employees with greater seniority.

**Mrs. Campbell:** Mr. Chairman, it is a fact—and we have been over this with Mr. Ide—that if you come in from the educational sector you come in, as he explained, at the range that would be a competitive range.

Now you say that your producers come in as new employees on a different basis. Isn't that what we have been talking about for all this time?

**Mr. Ide:** We have been informed that salaries of our producers are competitive with the salaries paid to producers in other broadcasting endeavours.

**Mrs. Campbell:** Would it surprise you to hear that even those who tend to be sympathetic to your cause say without any qualification whatsoever that the salary problems and the differentials between the educationalists and the producers and the production staff do create a morale problem and that it does exist?

**Mr. Ide:** I think that when there are differentials in salaries obviously certain individuals who are concerned about those matters probably are sensitive to it. I wouldn't deny that there are some morale problems that are occasioned by the fact that some individuals are paid more or less than other individuals.

**Mrs. Campbell:** According to my information there is no producer, with the exception of educator-producer, who is making more than \$18,000. Would that be correct?

**Mr. Lewis:** It is impossible.

**Mr. Ide:** I would have to check that particular statistic, Mr. Chairman. I am just talking now about the salaries of producers. At the present we have—I was worried for a minute, Mr. Chairman, that I had forgotten my glasses, in which case I would have been virtually defenceless here—

**Mr. Lewis:** Oh, I don't know, you might have managed.

**Mrs. Campbell:** Oh, I wouldn't think so.

**Mr. Laughren:** Large printed cue cards?

**Mr. Ide:** There are one, two, three—

**Mr. Lewis:** Four.

**Mr. Ide:** Four—

**Mr. Lewis:** That's all.

**Mr. Ide:** —over \$18,000, five, six—

**Mrs. Campbell:** There are seven.

**Mr. Ide:** Seven—

**Mrs. Campbell:** Seven over \$20,000.

**Mr. Ide:** Seven producers who, I can see from a quick glance at the salary levels here, are making over \$18,000.

**Mrs. Campbell:** Are we talking about educators or are we talking about producers?

**Mr. Ide:** We have at the present time two educational producers, so the other five would be producers.

**Mrs. Campbell:** I see. You say there are five who are over \$18,000?

**Mr. Ide:** I would say at least five, because I haven't been able to scan all of the list.

**Mrs. Campbell:** Could you tell me what happened to the assistant superintendents on the reorganization?

**Mr. Ide:** The assistant superintendents were retained at the same salary that they were paid under the previous organization, which is approximately \$800 over the salary level of a senior project officer.

**Mrs. Campbell:** Yet when you analyse some of the differences it looks as though we have in some areas about a \$7,000 differential, would you agree with that?

**Mr. Ide:** Yes, but that is not a senior project officer with seniority.

**Mrs. Campbell:** Would you give me that answer again?

**Mr. Ide:** If we are talking about the range of the salaries for a project officer, and if we consider that the top of the range of the project officer is approximately \$800 below the salary that the assistant superintendents were being paid and are still being paid at the present time.

**Mrs. Campbell:** But some actually have a \$7,000 differential?

**Mr. Ide:** Yes, that's true.

**Mrs. Campbell:** So that \$800 is not an across-the-board figure. I wonder if you could tell me something about the operation of the school bus that we have heard about before and what work it does?

**Mr. Lewis:** School what?

**Mrs. Campbell:** Bus.

**Mr. Lewis:** Bus?

**Mrs. Campbell:** Yes.

**Mr. Ide:** The school bus is a mobile production unit, Mr. Chairman. Because of finan-

cial constraints that affected the authority so that we were not able to afford to buy a sophisticated mobile unit, we bought professional equipment for the school bus so that the production equipment is comparable with that which is carried by more sophisticated mobiles. But the bus itself is simply a school bus which was redesigned for this purpose.

**Mrs. Campbell:** Mr. Chairman, what I am getting at is this. According to my information you have been cutting the cost of your productions by using the school bus, which I am informed is now in very poor condition. You rent studio space, depending on whether it's CTV at \$3,500 or VTR at \$2,700, against which you have a mobile van which you have been operating, apparently very well, at a daily cost of about \$800. Now how was it that your cutbacks affected that operation? I would have thought it might have affected the CFTO or VTR operations.

**Mr. Ide:** There are certain projects, Mr. Chairman, which obviously require the use of a mobile unit. Since the mobile unit is the property of the authority, in that particular charge of \$800 that you mentioned—which I believe is correct, Mr. Chairman—we do not include the cost of the capital or the rental of the equipment per se. The \$800 really refers to the cost of the salaries of the crews who are employed on a freelance basis for this purpose.

**Mrs. Campbell:** I have before me a memorandum under date of May 2 of this year with reference to the new OECA studio and the problems which you have been experiencing with it. For example:

Bumpy, uneven pans and jerky tilts plagued us severely. We rolled many takes to try to eliminate the obvious motion errors, simple enough shots for any cameraman. [And so on.] We taped 10 times on the first sequence of shots and poor framing, jerkiness or drifting affected the majority of the takes.

Would you say that in the light of that memorandum—I could read it all through but I don't think you want to hear it all—in the light of that, your studio and the operation there is a successful one?

**Mr. Ide:** I think that it has to be understood, Mr. Chairman, in the context that the studio came into operation approximately in mid-April—am I correct, Mr. Bowers?—approximately mid-April, there is always in bringing into operation a new studio a certain period of time in which the equipment

has to be adjusted. We delayed a series of bookings—that I read—for the studio, indicating that it is almost completely booked now until the end of August and it is booked by producers who are employees of the authority or who we have on a freelance basis with us.

**Mrs. Campbell:** Notwithstanding that one of the items was a “strong limitation to production of this type of show as imposed by the stationary nature of the automated cameras,” is that something that you expect to be eliminated as a problem as you go?

**Mr. Ide:** Yes, I think there are certain types of programmes, Mr. Chairman, in which automated cameras can be very effectively utilized, but certainly there are other kinds of programmes where professional cameramen are obviously preferable to the automated cameras. It is our hope that, as we become more familiar with the use of the equipment in the new studio, to be able to identify those areas where we can use automated equipment and those areas which require, in fact, the use of a professional cameraman.

It is not the intention of the authority to limit the use of this studio to the automated equipment solely, but when it's required, we will most certainly employ cameramen. We will try to do our programme in the most economic mode that is available to us.

**Mrs. Campbell:** I have a further memorandum under date of May 10. This is with reference to the OEA programme which had some critical comment and it states this:

It was the unanimous opinion of everyone in this section [This is from T. L. Bamford to Dr. Vera Nowakowski] that we should not cover the OEA convention. This opinion was quite strongly expressed in our recommendation. Our professional judgement was ignored and we were told to do the programme. Our job is to advise, etc., but if we are overruled, then our job is to do it. This we did without too much complaint.

But if, when we spend nearly \$5,000 of money badly needed for other purposes, the programme which is the purpose of that expenditure is treated as an intrusion upon everyone's time and convenience, one surely ought to raise a question or two.

Do you have some comment?

**Mr. Ide:** Yes, Mr. Chairman, I'd be glad to comment on that. Of course, that is an in-

ternal memorandum and it is being sent from one of the senior project officers to—

**Mrs. Campbell:** It's one of Ryerson's, isn't it?

**Mr. Ide:** I'm not sure whether this is the individual who—you are correct—is now going to Ryerson. I don't think that it is the policy of the authority to inhibit criticism, or constructive comments, and Mr. Bamford was certainly perfectly within his rights to comment on the appropriateness, or as he saw it, of filming the Ontario Educational Association convention.

I think it is also the responsibility of the organization to decide whether, upon the request of the Ontario Educational Association for coverage, whether it would be appropriate for the authority to make that particular decision. I wasn't involved in that particular decision, but I think that I would support wholeheartedly the particular supervisors who did, in fact, say that it was an appropriate activity for the authority.

**Mrs. Campbell:** Mr. Chairman, this is one of the programmes, if I'm not mistaken, where there was a good deal of criticism, where it was a pretty bland situation, where it didn't really cover the feeling of the conference. People with whom I discussed it said they couldn't possibly cover the dissident places, only the bland ones, apparently. And that there was an indication that if there were some more money they might have even covered the dissident places.

My concern is, if you purport to cover a programme of any kind, or a convention of any kind, then you either cover it with integrity and do the whole of it, or you don't. You don't pick out bits and pieces and relate it as a conference that you are covering. I would say that in this case, had this person not been ignored it might have been a better thing from your view.

I understand that—are you going to do the royal tour?

**Mr. Ide:** I think we are going to do some work on the royal visit, yes. I think it is probably appropriate for the citizens of Ontario who are not privileged to live in Toronto to see some of the events that are taking place here at this time.

**Mrs. Campbell:** You wouldn't think that the CBC and CFTO would cover it adequately?



**Mr. Ide:** Mr. Chairman, I would certainly have to look into the particular approach that is being taken to the programme under consideration before I would say that it would be a duplication of what is being done by the CBC. I don't imagine that it would be the intention of the people who have proposed this particular coverage to do a programme in a way that would be done by the CBC or CTV. Surely and hopefully it would have an educational slant which would be useful to the institutions of the province.

**Mrs. Campbell:** It is interesting that you think that this would be educational, as opposed to a current event or something of this nature. Yet there was a very important conference in this city, the first kind in the country, over last weekend. It wouldn't occur to you, apparently, to cover the conference of the women gathered for political action. I suppose that would be a little dissident in its approach, for educational purposes?

**Mr. Ide:** Mr. Chairman, I really must protest that the authority has been very conscientious in its approach to the various conferences it has covered. There is no attempt to gloss over the problems that face our society—because of the discrimination against women in society—and—

**Mr. Laughren:** Here!

**Mrs. Campbell:** If you bring it into effect in your own organization it would be the first step.

**Mr. Ide:** We did have, Mr. Chairman, an article in the Globe and Mail which was—

**Mrs. Campbell:** Surely it isn't the one I saw?

**Mr. Ide:** —devoted to women in the OECA. That particular article commented that the OECA was one of the organizations where the greatest amount of opportunity was being extended to women.

**Mrs. Campbell:** At lower salaries.

**Mr. Laughren:** It's not evident on your board of directors, of course, but within the authority.

**Mr. Ide:** I am not prepared, Mr. Chairman, to argue on this particular case because I think that I find myself in agreement with the comments that are being made by the members of the committee.

**Mr. Lewis:** Oh, you do? You might take a

look at your management advisory committee, mightn't you?

**Mrs. Campbell:** I am glad, because as I say again the article that I saw in the Globe and Mail certainly didn't seem to me to indicate that you had even thought about some of the comments which have been raised in this committee.

**Mr. Ide:** I don't have the article with me, Mr. Chairman, but the article in the Globe and Mail was certainly not the article which was highly critical of the authority. It was an article which preceded this particular occasion and indicated the numerous opportunities that there were for women at the OECA.

**Mrs. Campbell:** I was referring to your article, Mr. Ide, which I certainly wouldn't say was critical of OECA. That wasn't my intent at all.

**Hon. J. McNie** (Minister of Colleges and Universities): I think in all fairness that article which was released to the Globe last week I understand was in response to some very, very rough headlines which didn't necessarily reflect the substance or the material that was underneath some of the headlines.

**Mr. Lewis:** Typical of the Globe to hold it sneaky for a week or two until it was obsolete.

**Mrs. Campbell:** It wasn't this morning that I read it, but I don't think it was last week.

**Mr. Lewis:** Part of a conspiracy against OECA.

**Mrs. Campbell:** I wonder if you could tell me—I understand that you also do some work for the Ministry of Tourism and Travel, at least this is my information.

**Mr. B. Newman** (Windsor-Walkerville): Industry and Tourism.

**Mrs. Campbell:** No, but the person said it was for travel, for the ministry of travel, and I assume it is tourism.

**Mr. Ide:** I am not aware of any work that we have done for the Ministry of Industry and Tourism. I am aware of work that we did for the ministry which is concerned with citizenship where we did a series of programmes on their request for new Canadians and which seemed appropriate to the aims and objectives of the authority. I stand to be advised by my officials whether in fact we

have done any work for the Ministry of Industry and Tourism.

**Dr. L. Miller** (Director of Programming, OECA): No, Mr. Chairman, we haven't done work for the ministry. We have run shorts on occasion, such as shorts on Pioneer Village and things that we feel do contribute to Ontario culture.

**Mrs. Campbell:** Mr. Chairman, I know that I questioned the matter of "Prophecy," for instance. I was so pleased to know that Mr. Ide felt it was a great picture and that it would make money for the authority and I was so saddened to know that those who made it are no longer with OECA.

**Mr. Ide:** May I just interject, Mr. Chairman, that one member who did play a very valuable role in the creation of "Prophecy" is no longer with the OECA.

**Mrs. Campbell:** There were others.

**Mr. Ide:** The education supervisor is still a member of OECA. The producer, Mr. Robert Gardner, still is employed on a contract basis with the OECA. I take it that you are referring to the executive producer in this case. The other individuals who were concerned with that programme are still working for the authority and we are pleased with it.

**Mrs. Campbell:** Mr. Thomas had nothing to do with it?

**Mr. Ide:** I believe that Mr. Thomas suggested the subject for OECA and made some firm suggestions in regard to the approach that might be taken. The education supervisor was Mr. Ketchum. The producer was Mr. Gardner. The executive producer was Mrs. Soloviov and the supervisor was Dr. Vera Nowakowski. With the exception of Mrs. Soloviov the active members of that production are still with OECA.

**Mrs. Campbell:** Mr. Chairman, I have gone through this whole exercise. I am going back to my point that, very reluctantly, I can see no change to come in this organization, if it is simply left after these things have been said in this committee.

Certainly my recommendation would be that there be every effort made to make it obvious to those highly skilled people and creative people, and you have removed from the authority any suggestion that there are those connected with it who have a very close line of communication with people in

government. Everyone is concerned that, while there may not be an inside influence, undoubtedly as the minister said, the people who are highly creative can get the impression that they are being strait-jacketed in this way.

He did ask for some advice and suggestions. I would certainly suggest that this is one way in which one could create an authority, which not only appears to have but which also in fact has no such personnel, particularly, may I suggest, at board level. I don't wish to be personal about it, but I think that this is a very bad overview of the situation.

In so far as organization itself is concerned, as I have said, undoubtedly it is unwieldy at the top with the heavy thrust toward the educators. Undoubtedly, their position, financially, is such that they have a tremendous voice in what will go on in this organization.

I don't know, for example, what caused the censorship in the Hugh Garner story when he was critical of teachers. I don't know why that would be so bad. He hasn't been in school in the last five or 10 years, I am sure.

This is the sort of thing that causes people on the outside to have some concerns when they are helping to fund an organization of this kind. I still maintain, Mr. Chairman, that there should be an investigation of this authority by a committee which can call before it those who have dissident voices, because I don't think people are going to be satisfied until they have heard both sides of the story.

As I indicated initially, I do not wish to take the position of moving to reduce this item to \$1—I think it would be an irresponsible position for me to take—but I am not yet prepared to say that I will lend my voice to an approval without the kind of review that I feel this needs. I think it is important for the morale of those who are there now.

There has been a great deal of criticism in the press. I don't know to what extent it is justified. Certainly from the information I have, there is ample room for improvement, to say the least. But then, of course, I am sure Mr. Ide would say there is always room for improvement, even with politicians.

Nevertheless, Mr. Chairman, I will continue to press for this matter to go to a committee where the dissident voices may be heard, where there may be an opportunity for them to be asked and to give answers to some of the questions which have been put. I don't think it is appropriate in a democracy that only one side should be heard by a committee of the Legislature when there

are at least pretty obvious areas of major dispute.

Accordingly, I am still moving that this matter be put over to—I guess a select committee is all that I can really see. I don't know to what extent they can get to the root of the problem, but at least they can examine people under oath, and can come forward, hopefully, with some report which will give direction to the board indicating the concerns of those who have responsibility for funding this operation.

As I say, I had hoped that there would perhaps be an article by Mr. Ide in which he would indicate that he had taken to heart some of the very critical things we have said, but that has not occurred. I am quite certain that we can have wasted all this time and can come back next year to the estimates and probably have, perhaps not the same people, but some of the same people doing some of the same kinds of work, saying the same things. I think it's time it was sorted out and we got on about our chores.

**Mr. Chairman:** Thank you, Mrs. Campbell. Mr. Lewis.

**Mr. Lewis:** Mr. Chairman, through you to the minister and to Mr. Ide: Mr. Ide, tonight we stop parrying; tonight we get down to it. You and I circled around in a friendly way for a couple of hours last Thursday. I now have, during the course of the next little while, a number of specifics to put to you about which I would very much appreciate answers, and perhaps some positions as well.

I want to raise with the authority the question of salaries, salary negotiations, and what has happened over the last two years. I want to raise with the authority the question of the present and past state of the budget. I want to raise with the authority the section of research and programming or research and development. I see that David Walker has walked in, notably more resplendent than other of the grey eminences we have had, but that's what happens when you take over corporate affairs. I want to discuss with you some matters relating to the priorities on programming and what you have decided on, particularly, an analysis, sort of, on one saga of one rather important area.

Before I do, Mr. Chairman, through you to the minister and to Mr. Ide, and Mr. Minister I am going to speak, as it were, indirectly to you throughout tonight, because

I really think now—I didn't believe this Thursday night—I was nearly seduced, nearly. When I was told that I should wander through OECA and see the pleasures that abound on various levels, the excitement and the joy, admittedly not now when morale is at a low ebb but on another occasion, I thought that was probably true. I have learned since that it is not true. OECA is in a terrible state of internal crisis; there are a number of reasons for it which are legitimate, and if this committee does nothing else, it should deal with those things in the hope, however faint, that internally matters can change.

Before I get into the specifics that I want to talk to you about I want to talk a little bit first about the management advisory committee, the internal group which runs OECA. It is on the fifth floor; it is at the top. The omnipresent member of the committee, the chairman of the board and the chief executive officer, is Mr. Ide, who has enormous authority, of course, as he should. He has a number of people around him who, I am still persuaded, defend him and protect him from much that he should know of what occurs within OECA.

Mr. Ide, I don't know how you manage everything, sir. I don't know how you encompass everything. You have time for the greatest issues and time for matters so microscopic that one would have thought the most lowly could handle them. I have seen a whole range of memos and observations from OECA, but I have never seen anything quite like the one that came to my attention today.

I had better set it in context. "To all the staff from the chairman, Mr. Ide." The memo is titled, "Guidelines for correspondence." I want to read it to you, sir, so that the full ambit of your authority in the authority can be felt. I admit it tickled my fancy but it also made me stop and think what it is about OECA that allows the chairman of the board of governors and the chief executive officer to send out a memo entitled "Guidelines for correspondence," which reads as follows:

To all staff:

The following guidelines for correspondence will apply until a formal procedure can be issued.

The first bit of information typed two spaces below the printed line is date of letter. The address is then typed on the first dot. "Dear Mr. Brown" is typed on the second dot.

The dot at the one-third point from top of page and near left edge of the sheet in-



dicates the position of fold. A convenience for the typist. All paragraphs are typed flush left with double the normal line spacing between them. No indents are to be used. Lengths of typed lines are variable depending on length of letter and effect desired.

This style has proved itself over years of usage to provide an extremely simple effective method of setting forth information and relates very definitely to the style already in use in all new OECA printed matter. A sample letter is attached.

The sample letter is indeed attached, and makes the same point. It is sent to "John Doe, Consultant, Box 9999, Postal Station, Toronto".

Mr. Ide, I read it as only a gentle touch just to show, sir, your ubiquitous presence through the authority and to let all and sundry understand that TRI misses nothing, not even the third dot flush to the left column.

Mr. Ide: Mr. Chairman, may I ask Mr. Lewis the date of that memorandum?

Mr. Lewis: The memo is Nov. 12, 1970.

Mr. Ide: November, 1970?

Mr. Lewis: Yes.

Mr. Ide: If I could just respond to that particular memorandum. That was at the time when the authority was being organized.

Mr. Lewis: Right.

Mr. Ide: We had employed a consultant—

Mr. Lewis: To decide on the—

Mr. Ide: —for a corporate design for the authority. The particular memorandum, as you can well imagine, Mr. Chairman—I am sure that Mr. Lewis will agree—was prepared by the design consultant and sent out over my signature. I would assure you, Mr. Chairman, that I am really unable to be familiar with dots, lines, folds and so forth. Regardless of how ubiquitous Mr. Lewis thinks I am, really I don't lay particular claim to this degree of expertise.

Mr. Lewis: I am delighted to know that you are subject to human frailty.

Nonetheless, it does speak to the obsessive, compulsive atmosphere of OECA. It does speak to this preoccupation with trivia. It does speak to the business of memoranda. It does speak to the business of control. It does

speak to the hierarchy and to all the rules and definitions which exist in that outfit which everyone feels oppressed by, and I will pursue that as I go on.

I think it's nonsensical. Maybe all of you think it is splendid to have everybody flush left, but I think it's nonsensical and I'm glad that you don't much care what goes out over your name. Although not in every sense, I appreciate that.

Mr. Ide, Lewis Miller is your director of programming. He is a man of some considerable capacity; he comes from the school system. You said the other day that he had had some radio experience, I think, prior to that.

Mr. Ide: Substantial radio—

Mr. Lewis: Substantial radio experience. Can you tell me how many television programmes Mr. Miller has directed or produced, or has been an executive producer of?

Mr. Ide: Mr. Chairman, Mr. Miller was, during 1964 to 1965, consultant on educational broadcasting for the Fowler committee and—

Mr. Lewis: I understand that, yes.

Mr. Ide: —from 1965 he was consultant to the subcommittee on television to the Committee of Presidents of the Universities of Ontario. From 1966 to 1967 he was consultant on educational broadcasting for the Board of Broadcast Governors. I see that perhaps I haven't started early enough on Dr. Miller, I should go back to the period from 1957 to 1964 when he was the programme organizer for two years in the department of public affairs, CBC, Toronto. During 1964 to 1966 he became director of extensions, Scarborough College, University of Toronto, and assistant professor of philosophy.

He did have seven years of considerable experience with the CBC's department of public affairs.

Mr. Lewis: Yes. Largely in radio, if I understand it, between 1957 and 1964.

Well, I ask again how many programmes did Dr. Miller produce, direct, was executive producer of? I understand the curriculum vitae of all your people is resplendent, but I'd like to get this specific because it causes some member of your staff concern.

Dr. Miller: May I answer, Mr. Chairman? During the seven years in CBC I was a programme organizer. A programme organizer at that time was a kind of combination of programme planner; you might well say pro-

ducer in the same context today. During that time I was planning both radio and television programmes. I was the first programme organizer for the radio series, University of the Air.

**Mr. Lewis:** I know that.

**Dr. Miller:** Also I planned, on a weekly basis, things like talk programmes. I was responsible for the planning of free-time political broadcasts, for occasional political conventions. I was responsible for television programmes such as "This Week," which was a weekly commentary type of programme; for "Press Conference," which was another weekly one; for "Viewpoint," which is still going—for a host of them. I could document them. I have written television scripts and I've written radio scripts and I've been very closely involved. I could give you quite an elaborate list if you would like to take time.

**Mr. Lewis:** Dr. Miller, you are answering by indirection, sir. I never doubted those credentials. I am putting it in a different context.

**Dr. Miller:** Yes.

**Mr. Lewis:** The question remains unanswered by both Mr. Ide and by yourself. I'm saying—and what you have given me is a definition of some of the things which your project officers now do in terms of programming, although you do not call them executive producers or producers or directors—I'm making the point, and I didn't intend to arouse an entire curriculum vitae in the process—I'm making the point about the nature of the management advisory committee.

The point is that the context of production and direction experience in the development of major television undertaking is fairly limited. I am going to come back to Mr. Walker in a moment. I don't think, Mr. Ide, production experience as an individual is widespread in your own background.

**Mr. Ide:** Apart from my beginning as a radio announcer, my primary background has been in education.

**Mr. Lewis:** Right!

**Mr. Ide:** I did develop courses at the Ryerson Institute in television for teachers. My concern has been specifically with educational television.

I would hope, Mr. Chairman, that the measure of the authority might be the quality

of its product and not the personal characteristics of the individuals who are involved in the authority. It is obviously distasteful to me, Mr. Chairman, to attempt to document the individual experience and talents of the very many fine members of the staff of this authority.

I might say in our meeting in Thunder Bay the board of the authority spent the majority of its time discussing the criticisms and investigating the criticisms.

I think with respect to the statement that I sent to the Globe and Mail I did indicate that there were problems in communication, and I was not in fact disagreeing on this matter. I think I also indicated in that particular article that it was not the intention of the authority to sweep problems under the rug.

I am pleased that you are going to turn to the quality of the programming that is being done by the authority. I would hope that we could look at some of the results and achievements of our organization. I think in all fairness, and I hope that Mr. Lewis will agree, that this is the only just way that we can examine the effectiveness of an organization, not whether or not a design consultant decides that a corporate design policy is a good idea or is not a good idea. If we go back in history to 1970, quite frankly, Mr. Chairman, Mr. Lewis takes me a bit by surprise because that particular memorandum has long escaped my memory.

**Mr. Lewis:** It didn't escape your staff's memory, which is why I am raising all of this. I may not be able to get through it. I am going to try. You don't have to be overly defensive about it, I say to the minister.

**Hon. Mr. McNie:** The only thing I would like to add, Mr. Chairman, is that, because of the number of activities that are going on around this building these days, it isn't possible for the leader of the NDP to sit in on all the sessions of this particular meeting, but Mr. Ide did go, at some length, into some of the questions that you are raising, particularly having regard to the qualifications of some of these people, whatever their credentials, and the two are not necessarily synonymous.

**Mr. Lewis:** When was that? Last Friday?

**Hon. Mr. McNie:** Just the other evening. Yes.

**Mr. Lewis:** Is that so? Because I sat through that evening from 8 until 2 and I



don't remember having discussed any of them, and I have the Hansard with me.

**Hon. Mr. McNie:** I am surprised as I responded, too, in part to some of the questions. I don't believe you were here when I was responding in part to some of the thrusts that you are making here today. We don't mind repetition. We have got used to it in the last three weeks.

**Mr. Lewis:** You are not getting repetition. I have been here through these estimates.

**Hon. Mr. McNie:** Let's not get touchy on the other side.

**Mr. Lewis:** I would just like to pursue this.

**Hon. Mr. McNie:** We are interested in fair play. I think that you can pursue these items at as much length as you choose, and you intend to.

**Mr. Lewis:** I am interested in fair play, too, but this isn't a tea party. This is a \$14-million government operation.

**Hon. Mr. McNie:** I agree, that's right.

**Mr. Lewis:** All right. I have some very profound concerns about this operation.

One of the points I want to make, Mr. Minister, is that the management advisory committee at the top has no conception of the seething discontent within its staff at the middle management level. It has no conception of the sense of oppression and lack of freedom that is felt by its producers and its education supervisors.

The management advisory committee at the top, having cut itself off in an absurd hierarchical structure from the very guts of OECA and having put Mr. David Walker, the one man with extensive production experience, into something called corporate affairs, has managed effectively to isolate itself from what is occurring within OECA.

I don't make comments to draw invidious observations about the background of these men. They may be well suited to serve on a thousand boards. What I'm saying is—what I intend to say before the night is out—is that collectively, all of the homage that is paid to communication, to internal staff relation and to the role of women, is nowhere in evidence.

I haven't seen a woman in the management advisory committee of OECA and I'd like to know why, since I always worked on the assumption that something like half of the population in this province was female. And

it's very, very peculiar indeed that in the reorganization announced on Feb. 20, 1973, by Dr. Ide, there is not a single—

**Mr. Ide:** Please, Mr. Ide!

**Mr. Lewis:** It's not Doctor? By Mr. Ide. You can see how quickly I've elevated you, and I've only known you for 72 hours.

The reorganization announced by Mr. Ide manages to contain not a single woman. One wonders whether women are not allowed in the upper precincts, or are not able, or are not capable, or cannot be found in the educational system, or haven't taken the courses at Ryerson which others have taken.

**Mrs. Campbell:** They are not principals!

**Mr. Lewis:** There is a lot about this organization that worries me. But if you want to—I was going to raise questions about the station manager, I will now not do that. I'm going to come right now to the question of your staff relationships and the salaries and everything else about it.

Mr. Minister, there was created some years ago something called a special educator-producer category. It is the category to which Mr. Ide has frequently referred in an effort to show how high certain producers' salaries can be. What Mr. Ide has not said is that there were only four people included in that category. They were John Labow and Jim Hanley and Michael Spivak and Don Torney. Michael Spivak has since left. There were two from education and two from production, and they were put in a special category for which I think a Bachelor of Education for eligibility for OECA was one of the ways in which you could be elevated. Which, of course, precludes Stephen Lewis; although I, too, have had broadcast experience. I worked for CKFH for a whole summer and I, therefore, could easily be involved in the management advisory committee of the OECA.

I want to say to you, Mr. Minister, that beneath these four executive producer types, these educator-producer categories, there were a whole range of producers and education specialists who have since been meshed into a vast range called a project officer. And the project officer has started at the lowest level, it's down around \$8,400 a year, and goes right up to the highest level of a Labow or a Hanley, at the level of \$25,000-plus. I think that's Hanley's salary. I don't begrudge it to him for a moment. I gather he's an extremely talented man. And this vast range now includes the assistant superintendents,



whose job had disappeared in the Price Waterhouse reorganization.

What has not been said in this whole discussion of OECA is how profound is the malaise amongst the creative people, and many of those coming from an educational background as well, who, over the last two years have been trying to get a classification, a job definition, some sense of salary equality, parity or equity; some kind of bargaining relationship with the authority which wasn't capricious, arbitrary or ad hoc—and have not been able to do it. One of the problems which you, Mr. Minister, are now dealing with and the public is now experiencing, is the way in which the authority, over the last two years, has dealt with these people.

And I read to you a memo to Mr. Ed Moser, Dr. D. L. C. Miller, Mr. P. G. Bowers; from the Producers and Directors Association, July 4, 1972. Subject: "OECA producers' and directors' salaries." Just let me read it to you so that it's on the record:

The following is designed to set out, chronologically, the events connected with the forthcoming changes in the OECA producers' and directors' salaries.

To indicate the discrepancies between the original proposals and the present salary bylaws.

To indicate the structure and steps that Dr. Miller told the producers and directors would be implemented.

To show the actual salary changes that have been approved as per Mr. Bower's memo of June 9, and the effect of these discrepancies on the producers and directors.

1. At a meeting of the Producers and Directors' Association on Oct. 5, 1970, a position paper was presented to the membership and was, with amendments, approved by the association.

The paper contained minimum and maximum salaries within a structure that provided three steps, each within separate categories for producers and directors. This paper was then passed on to management for consideration. It was hoped at the time that the changes could be effected coincidentally with the changeover from the Department of Education to the OECA. [That was back in October, 1970.]

On Tuesday, Dec. 22, 1970, the PDA executive met with Dr. Miller and Messrs. Moser and Manchek. Dr. Miller responded that the following salary ranges had been sent before the board: (a) film director,

\$9,250 to \$10,770; (b) producer, \$10,500 to \$17,500; (c) education producer, \$15,000 to \$18,771.

He further stated the education producers' scale was being changed to bring it into line with a particular level in the Department of Education.

Tuesday, Dec. 29, 1970.

3. Dr. Miller reported that we should ignore the film director category and all those below producer would be made director-producer. This change occurred in one week. Dr. Miller stated that the current salary bylaws were as follows: Producer, \$10,500 to \$17,500; education producers, \$17,115 to \$21,628.

He further stated that (a) there would be a cost of living adjustment for staff producers; (b) when a contract producer reached the top of the scale, his or her case would be considered individually for further increment.

4. May 20, 1971, PDA meeting. The membership was informed that salary recommendations had been presented once more and were now with Mr. Bowers. A cost of living adjustment was being investigated by the late Mr. Higgins.

5. Dec. 7, 1971. [More than a year having passed.] Programming branch meeting. Dr. Miller reported that salary scales in general were being revised. [That's more than a year after the original meeting.]

6. On Dec. 20, 1971, in a memo to Mr. Bowers, Dr. Miller indicated that the following salary scales for education supervisors had been approved. [And they are set out.]

7. Jan. 10, 1972. Dr. Miller reported that a proposal had been put to Mr. Bowers to amend the salary bylaws as follows (1) Training producer replaces film director. (2) Director-producer eliminated and now designated as producer 1. (3) Producers now producer 2.

Dr. Miller then indicated the proposed salary scale, together with a CBC comparison. [And I may say that the salary scales do measure favourably with the CBC, as you indicated, with this caveat.] In the case of CBC producers, groups 2 and 3 in a salary scale are able to negotiate up to 20 per cent above scale and group 4 producers are up to 50 per cent over scale.

Dr. Miller also stated that he was proposing a further five per cent increment for producers as of July 1, 1972.

Jan. 18, 1972. [Now I guess we've moved a year and three and four months beyond the original request.] In response to a query by Paul Marquardt regarding producers salaries, Dr. Miller reported that recommendations regarding salary bylaws had gone to Mr. Bowers and that salary bylaws were on the agenda for the February meeting of the board of directors.

9. Feb. 22, 1972. Programming branch meeting. Dr. Miller reported that a presentation had been made to the salary review committee regarding changes in producers salaries and that he had received a memo containing resolutions made by the committee that were to be submitted to the executive. He did not state what the recommendations were.

Feb. 24. PDA meeting. The PDA executive had not received a statement as to whether or not the proposal had gone before the board.

Feb. 26. PDA meeting. Dr. Miller addressed the members and stated that the proposals put in in April 1971 [That's 10 months earlier] had been tabled, but neither he nor Mr. Moser were informed until the new proposal was submitted in Dec. 1971. [How do you run things in that authority? How do you allow your employees to hang fire for so long while you negotiate with them endlessly and many of the people at the top are themselves unaware of the process?]

March 16, Paul Marquardt related that Dr. Miller had assured him that the salary proposal would go before the board of directors on April 10, 1972.

April 13, Paul Marquardt reported that the salary proposals had gone before the board of directors and had been accepted.

May 18 [More than a month later.] Paul Marquardt reported that the salary proposal had been accepted but there had been no interpretation or implementation of new rates handed down.

June 23, 1972, at a meeting between Mr. Moser and Tony Snowsill and Paul Marquardt, Mr. Moser advised us that the salary bylaw now reads: "Producer, \$7,800 to \$19,950; education supervisor, \$7,200 to \$19,082." Mr. Moser then read a memo from Mr. Bowers which contained the following points.

(a) Producers can now be hired without regard to the number of trainees, producer-director or producers in any category.

(b) Producers can be hired at any point of the range contingent on Mr. Moser's assessment of their value to the authority. [How's that for collective bargaining!]

(c) It is OECA policy to apply going market rates and not automatically enter all ranges at the bottom.

(d) If Mr. Moser feels that particular salaries are out of line, then he can make the appropriate recommendation for adjustments.

Mr. Moser also indicated that provided he remains within his salary budget he may negotiate increments over 10 per cent with upper management approval. He further stated that the five per cent increment which we were led to believe, you may recall, from Dr. Miller, would be forthcoming, had been applied to the minimum and maximum salaries only, therefore, no producer presently employed will enjoy the benefit of it.

A scale of salaries which went through a number of changes and would have enabled producers and directors to identify themselves categorically, and thereby have a concrete basis on which to negotiate has vanished, along with the five per cent increment, because where there are no categorical minimum neither can there be job specifications which differentiate between a producer and a producer-director. So how does one identify one's position and where he or she should be in the scale?

We've also tried to work to salary parity with education supervisors and although the minimum and maximum salaries more or less coincide, the parity is more apparent than real. Although there are many producers and education supervisors on comparable salaries there are no producers who have started on, or who are presently making salaries equivalent to those of the highest paid education supervisors, despite the fact that producers and education supervisors are charged with a shared and equal responsibility for the realization of programmes.

As of this date there are ten producers whose contracts or staff appointments have expired, some since January. All of them have been told to wait to negotiate. Believing that a salary scale would be implemented which would provide them with a better basis for negotiation.

From the foregoing it is quite clear that over a period of 21 months, from Oct. 1970 to June 1972, there has been little or no



change in our salary structure, save for the identification of a minimum and a maximum.

Furthermore, although the maximum salary has been increased, the new minimum is now \$1,450 lower than that proposed in Dec. 1970. We feel that over the past 21 months we have waited patiently in the belief that we would be fairly and honestly treated. We accepted delays and changes, believing that in the long run the obstacles in the way of implementing a reasonable salary scale with identifiable steps would be overcome and our patience and good faith justified.

We are now forced to conclude that we have been taken advantage of, that we have not been dealt with in good faith and that the many promises made to us have been little more than a device to keep us content. We are in a word "disenchanted."

Producers and Directors Association,  
Tony Snowsill, President.

Mr. Chairman, I speak to the minister and the Chair. The Producers and Directors Association represent the middle management people of that authority, and with the middle management people they represent those in the ranks on the way up. You can't play for 21 months with people who are looking to sort out their incomes, their job specifications, their definitions, their classifications, their relationship to each other, without breeding a lot of anxiety and a lot of resentment. And that, of course, is only one of the things, but one of the crucial things that has harassed the authority.

Now while this was going on, Mr. Ide sent a memo to all staff in January of 1972, regarding staff salaries. He said in the last two paragraphs:

With these prospects we are now looking at methods to evaluate our salaries and moreover to institute a formal representative and regular means of advising the authority on this most important matter. When these decisions are reached you may be sure I will describe their effects to you at the earliest opportunity. In the meantime I reiterate my thanks to you for the recognition your work has brought to our good enterprise.

Well, international recognition or otherwise of the work, it is hardly compensation for the unwillingness to sort out with one's key staff the relationship to each other, the jobs they do and the money it's worth. The staff however wouldn't give up. After the long and pained letter from Tony Snowsill on behalf

of the Producers and Directors Association, the staff even drafted a contract, a basic contract for OECA, an excellent contract.

As a matter of fact, I really think they need some advice and I'm offering myself to them as a consultant, which seems to be in the style of OECA. They went so far in appeasing the authority that they even wrote into their own contracts something called "management rights." Let me tell you what the Producers and Directors Association suggested were your management rights. As provided for in the Broadcasting Act, the direction of the authority, the control of its properties and the maintenance of order on its premises depend exclusively upon the judgement and the discretion of the authority and therefore do not fall within the scope of this agreement.

These exclusive rights and responsibilities of the authority include amongst others the right to decide the number and locations of plants, to establish the methods and scope of operations, to determine the number of staff required to carry on its operations, to select and hire them, to decide on the type of supervision and control required, to draw up operating schedules, to establish policies and standards governing its operations and programming, and to exercise such responsibility and authority necessary to carry out these policies.

It is further recognized that the authority has the right and responsibility to allocate duties and assignments, to take disciplinary action, to dismiss for just cause, to transfer or promote subject to the conditions of this agreement, provided that a claim of discriminatory promotion or that a member has been demoted, suspended or discharged with or without cause may be treated as a grievance as provided in article 5 hereon.

The Producers and Directors Association knew nothing of industrial democracy, absolutely nothing. I've never seen a tentative agreement written by a group of employees which concedes so much to managerial rights as this one does. But they were operating in good faith; management wasn't.

All of the efforts to arrive at something, all of the efforts to sort it out have been coming to naught.

On October 4, 1972, a letter was written to Mr. Ide by Vincent Kelly. Mr. Ide will remember Vince Kelly. Vince Kelly is a peripatetic member of Royal Commissions and committees across the country. He's a—



**Mr. J. F. Foulds** (Port Arthur): He was a member on that COPSE report.

**Mr. Lewis:** The COPSE report, right. You know, the Wright report, the report about which OECA has not yet produced a programme. Interesting isn't it, the Wright report?

In any event, on October 4, 1972, J. Vincent Kelly wrote to Mr. Ide and said: "Dear Sir—"

**Hon. Mr. McNie:** Excuse me, Mr. Lewis, what was the thrust of your last argument about the COPSE report and the OECA?

**Mr. Lewis:** I just thought that Dr. Wright's report might be a nice subject for an OECA television programme.

**Hon. Mr. McNie:** If they have neglected it, it's only because that we've been so determined to lean over backwards to give those people who are presently preparing representations a chance to make their response without being charged with leading them to whatever decisions they might make.

**Mr. Lewis:** I see. You wouldn't want political interference to loom.

**Hon. Mr. McNie:** No, because there seems to be some difference of opinion between the two parties as to the extent that we're leading them.

**Mr. Lewis:** We won't mind if they do a programme on the COPSE report. Said Mr. Kelly:

Dear Sir:

Our firm has been retained to act on behalf of the Ontario Educational Communications Authority producer-director association. We understand that previous efforts have been made to establish privately a collective agreement between the authority and the association.

We would request that the authority and/or its proper officers meet with the undersigned and representatives of the association at our earliest mutual convenience to enter into bargaining to determine working conditions, rates of pay and other associated matters preliminary to the execution of such a collective agreement.

Nothing happened. There was a meeting with Mr. Mills. Oh, yes, I know all about that meeting with Mr. Mills. I even know about your apology.

I may say, Mr. Chairman, and to the minister, on Nov. 28, having not achieved anything—this is the end of 1972—Vince Kelly writes to the members of the board of the OECA, not to the chairman but to the members of the board. He said:

Dear Sirs:

As we informed your chairman in a letter of Oct. 4, 1972, and subsequently communicated to your secretary and general counsel, Mr. D. S. Mills, it is the desire of the producer-director association to enter into negotiations with the authority to establish a collective agreement on behalf of the producers and directors.

We have held exploratory conversations with Mr. Mills and officers of the authority and it is clear that they believe the authority has not delegated authority to them to negotiate the collective agreement. Since it is an irrevocable determination of my clients to achieve such an agreement, I would request that we be given an opportunity to meet with the members of the board, or such persons delegated by it, with an express mandate to negotiate the collective agreement at the earliest possible opportunity.

On Dec. 27, 1972, Ran Ide replied:

Dear Mr. Kelly:

Your letter of Nov. 28 was considered by the board of directors of the authority on Monday, Dec. 18. The board had previously considered the matter raised by your letter at its November meeting and had concluded at that time that the authority should require the association which you represent to follow the certification proceedings of the Ontario Labour Relations Act, if it wishes to seek a collective agreement with the authority.

I don't know what your legal advice is and I don't know what kind of adversary atmosphere you're trying to set up in the authority, but that is about as provocative a statement as can be imagined. You go on to say:

The board considers the members of the association to be part of the authority management team and that their association, therefore, is ineligible for certification. It is prepared, however, to be guided by the ruling of the Labour Relations Board in this regard.

I may say, Mr. Chairman, to the minister, there are only 300 employees at OEAC. This isn't some vast corporation of thousands. The

members of the management advisory committee know everybody at OECA by their first names. Without introducing paternalism, it's possible to establish relationships with staff which aren't as provocative as this.

Mr. Ide goes on:

The board expressed disappointment that you chose to bypass the chief executive officer in the appeal which you made directly to the board, and I personally share this disappointment.

Let me say by way of interpolation, after more than two years of attempting to reach satisfaction, it is not surprising that counsel finally goes to the board itself. Says Mr. Ide:

Nevertheless, I would be grateful if you would assure your clients that I and the other senior officers of the authority are always available to discuss any matters which may concern them and which cannot appropriately be dealt with by the management task forces which have been established to deal with management policies or problems.

I might say, Mr. Chairman, the message was clear in that letter. The message of that letter, which everybody understood, was that this route was unacceptable. Therefore, on June 8, 1973—this month—another letter went to Mr. Ide, this time from E. McCartney, National Executive Secretary of the Directors' Guild of Canada.

You have to understand the desperation of your employees. It is now June of 1973, their first effort was made in October of 1970. They are buffeted from one organization to another in a desperate effort to reach an agreement with you on wages, on salaries, on job classifications.

Dear Mr. Ide: The Directors' Guild of Canada, in existence since 1961, represents motion picture directors, film, television and tape, in regard to their professional status, relations with their employers and to provide a collective voice through which the profession can communicate with industry, government and the country as a whole.

The members of the OECA Producers and Directors Association applied for group membership and their applications have now been ratified by the guild executive and legal representatives. The Directors' Guild of Canada is a national organization with its head office in Toronto, a branch office in Vancouver, and representatives in Ottawa, Montreal, and Calgary. We are

confident that this new association will work to our mutual benefit, and would appreciate an opportunity to meet with you at your earliest convenience.

Now, in checking with the Directors' Guild this afternoon, I understand that a meeting has been established for 10:30 June 28 and I am very very pleased that you will meet with the Directors' Guild. I remind you that that is something in the vicinity of two and a half years after the sense of frustration began developing.

However, there is possibly the most magnificent finale to this whole little episode because, probably unwittingly, on June 11, which I guess is a week ago, there came a memo to all staff from David Walker. I want to read this memo to you because it is so perfect about the authority, and I want the minister to remember, if you will, sir, that two and a half years during which the creative middle management echelon have been trying to deal on their classification, position and salary with management, and this is what the memo says:

To all staff, from David Walker. It gives me great pleasure to announce that effective this month, Bob Free has been appointed to look after the negotiation of collective agreements for OECA. His work will involve him with Rick Tory and the members of his executive and with George Burn and Rose Wilcox in explaining to staff, the features of new contracts with educators and artists when those contracts are ratified by AEA and by the OECA board.

Bob will also take over from Mike McCleary as chairman of the OECA grievance committee. In this considerable assignment, Bob will be answering to Sheldon Greenberg [I believe a lawyer] who has general responsibility for all contracts and agreements. Bob comes to OECA after six years of industrial relations experience, most recently in the negotiation of contracts for IT and T.

You have got to be kidding. I mean, it is a put on. I really want to tell you, Mr. Chairman, the sensitivity is astounding. I want to tell you something about the authority, Mr. Minister, since I am obviously going to be at some odds with the representatives.

This is not a bloody, corporate General Motors. This is not an insurance company. This is not IT and T. This is not a tough industrial relations setup where the management squares off against the employee unless



you want to wreck educational television or impair it irrevocably.

This is still a place where creative people at the middle management level, where secretaries who work for them, where research assistants who do the research, where programmers and project officers and everybody else have a sense of commitment to the organization, have a sense of loyalty to the organization. They want desperately to make it work and don't understand why they can't get their contracts dealt with, why they can't get their job specifications set out, why they can't get equity amongst the various positions, why they can't meet with management regularly, rather than going through all the hierarchical nonsense.

They don't understand why they have to be driven to a producers and directors association, the preparation of a formal collective agreement, the hiring of Vincent Kelly as counsel, a special appeal to Ran Ide, then over his head to the board, then back to the PDA, then through the Directors' Guild and then finally to be told that it is all okay now, fellows and ladies, because a fellow with years of experience negotiating in IT and T has just stepped in to handle it for you and that will introduce accord, amity, and amiability which is otherwise lacking in OECA.

I tell you, Mr. Minister, it's nuts. It just won't work, and I cannot convey strongly enough how much resentment there is OECA about the shabby, disreputable, procrastinating treatment which these very important and essential employees have received since October, 1970.

A meeting, which is not the kind of meeting which should have been held, is now set for June 28, 1973. It just shouldn't have to be that way. Philosophically, this is an arm of government. The OECA is an authority funded by government. It should be possible for the OECA to negotiate conditions and to set up some kind of arrangements which don't engender such persistent antagonism, so much envy and so much uncertainty.

I tell you, Mr. Chairman and Mr. Minister, whatever the authority may tell you, these people in the middle management haven't a clue what's going on. They don't understand there are so many inhibitions on the road up to the top, they don't understand why they are being dealt with in this fashion.

When you get a letter like that in July, 1972, on behalf of the producers and directors association, outlining date by date from October, 1970, how they feel they have been

treated, that's a serious letter. Those are in many ways key employees.

I put that to you as point No. 1 and it is only point No. 1. It can all be answered in a wrap-up way, because I want very quickly to move to point No. 2.

I am going to convey to you further how it has been conveyed to me with some documentation that the producers and directors and education supervisors feel about financial and budgetary matters, which is the second point.

**Hon. Mr. McNie:** Mr. Chairman, would it be helpful if Mr. Ide were to respond to the two and a half years that you are making reference to and the obvious question that that has posed before we get into another field, which may be related but might confuse the issue?

**Mr. Lewis:** That's fine.

**Mr. Ide:** I understand, Mr. Chairman, the major thrust of Mr. Lewis' remarks as being the negotiations with the producers and directors association. Amongst the remarks that Mr. Lewis has made, there was a suggestion, for example, that there were no women at Ryerson taking this particular course.

**Mr. Lewis:** Mr. Ide, this just won't do, sir.

**Mr. Ide:** No, I am going to address myself to the major question, but you did make the point earlier.

**Mr. Lewis:** I withdraw it already.

**Mr. Ide:** There are three women at Ryerson presently—

**Mr. Lewis:** Well, that's just sensational.

**Mr. Ide:** —who are taking that particular course. Three out of four presently at Ryerson.

**Mr. Lewis:** That just shows with what vigour they respond to comment.

**Mr. Ide:** You mentioned that Mr. Spivak had left the organization. Mr. Spivak is presently working for the association.

**Mr. Lewis:** For whom?

**Mr. Ide:** For the authority.

**Mr. Lewis:** In what capacity?

**Mr. Ide:** As a producer.

**Mr. Lewis:** On staff?



**Mr. Ide:** As a contract producer.

**Mr. Lewis:** On a contract, yes, but he was on staff as an executive producer.

**Mr. Ide:** First of all, I think that I must interpret for you, Mr. Chairman, and for the members of the committee that the question as to whether or not there should be a certified bargaining unit representing the producers-directors was considered by the board. The board decided that, in fact, the producers and the directors and the educational supervisors should be a part of management and, therefore, should not be subject to a collective agreement. The board wished that the producers and directors would meet with the officials of the authority and negotiate their particular working conditions.

I think that the board looked at the working conditions of the producers and directors and the salaries of the producers and directors and felt that they were fair and equitable in comparison with what was paid to similar individuals in other broadcasting organizations. Secondly, in terms of the desperate situation of the morale of the producers and directors, which has to be central to the concerns which you have so strongly raised here tonight, I met with the executive, as you probably are aware, either sometime late last week—

**Mr. Lewis:** You met with them on Thursday morning, June 14.

**Mr. Ide:** At that particular meeting the executive did not indicate that there was a dismal sense of morale.

**Mr. Lewis:** No, they are completely frustrated in dealing about that with you.

**Mr. Ide:** They made two points that they wished to address to the executive. One was they would like to be involved in planning and I think there was a general agreement on the part of the executive that they should be involved in planning. I think you probably have been informed that the two of them are now on the central planning committee.

The other point they raised was their concern over the programme budgeting and the new system which had been brought in some two months ago. They asked, would it be possible for the director of finance to meet with the programming branch as a whole and to explain this and we arranged for this meeting to take place.

At that particular time the representatives—I don't know whether the representatives

have been talking directly with Mr. Lewis, Mr. Chairman—but the representatives in talking to me did not indicate this problem with respect to morale. They did indicate some dissatisfactions but they didn't indicate that they were dismayed or that they didn't believe in the organization.

**Mr. Lewis:** I didn't say that, of course. I said quite the opposite, that they were profoundly loyal and committed to the organization.

**Mr. Ide:** That's right. If a group of employees is profoundly committed to an organization, I think it has to say something for the organization as well as for the employees who are committed to that organization.

Certainly, I think I can speak for the board and I can speak for the members of the management group in the organization, that we would wish to have dialogue with the individuals concerned. From time to time it has been expressed to us by their representatives that, in fact, they felt that many of their concerns—as you had suggested in your comments, or as Mr. Lewis had suggested in his comments earlier—perhaps were imaginary rather than real. They themselves brought this particular point forward to me—that they hadn't felt that there was this kind of oppression, this kind of lack of freedom in the organization.

I am hearing very clearly what Mr. Lewis has to say with respect to morale, but with all respect, Mr. Chairman, the senior executives and the representatives' association did not speak that way when they talked to me. I am mystified as to why we have one impression which is expressed before the committee today and another impression, which was positive and constructive, which was expressed to me last Thursday morning—and I believe that you are absolutely correct—at 10 o'clock.

**Mr. Lewis:** So long as we both know your timetable! That's even better.

**Hon. Mr. McNie:** You have something in common, anyway.

**Mr. Lewis:** Maybe we can invite representatives of these associations to answer questions from the committee? I wouldn't mind seeing four or five representatives of the association coming before the committee and answering questions about their experiences at OECA over the last two or three years; not unlike the circumstances by

which one appears before the Senate committees in the United States, Mr. Chairman—job security guaranteed and no liability for subsequent prosecution within the authority.

I wouldn't mind straightening it out because it strikes me as strange that you get a letter on June 8 from the directors' guild indicating their wish to start serious collective bargaining with you and then on June 14 to suggest what you have. They may have been in very amiable spirits with you in chatting with you. It is hard not to be. Usually I am; I sometimes lose my cool but usually I am. I had the most delicious, lovely conversation with you for 2½ hours last Thursday night. You led me down the garden path and back again so often that I was spinning at the end of it!

I don't mind being in a garden with you, may I say? I don't want that to seem unkind, but I am sure that in your office, with Mr. Demers and I don't know who else present, the representatives of the two chief associations would have a very amiable conversation with you. I think the documents speak for themselves. I think the letter is a sort of *cri de coeur*.

I think that you have made a terrible mistake at management level. You really have, with this business of saying that they are outside, that they are management themselves and therefore they cannot enter into a collective bargaining agreement, and playing the silly, legal game with them by saying, "Go on before the Ontario Labour Relations Board and test it."

I don't know what goes on inside the authority about human relationships but if you want to impair those human relationships for a long time, you tell a group of employees, "We know you are management but go trifle with the board for a while so that they can declare you management, too. Then you come on back to us and we'll start bargaining again."

I don't know all that much about collective bargaining but I know enough from certain generic experience to tell you that that doesn't work. That achieves nothing but acrimony in the long run and a lot of feeling. Mr. Chairman, it is for the authority to make the decision. I have pointed out what I believe to be and what I have heard from responsible people to be the subject of enormous concern inside the authority. I have documented it as best I can.

Now picking it up from what the chairman of the authority said about the concerns which were discussed with him on the

morning of Thursday, May 14, I want to make the second point. This is a serious matter, I think, and I have culled just a few documents from many because it is difficult to introduce them all. I am already self-conscious about the time I am talking.

One of the things that the Ontario Educational Communications Authority has been most severely criticized about is its budget and the administration of finance. That is what prompted the Leader of the Opposition (Mr. R. F. Nixon) to suggest trusteeship. That is what prompted very eminent members of the Conservative Party to express horror at what had been learned. That is what prompted a special look at your books by the public accounts committee. That is what has prompted the chairman of the authority and the minister to point out from time to time that this was a situation in the past and it is being corrected.

I don't know whether the maladministration of funds is being corrected but I say, Mr. Chairman, that the budget of the OECA in terms of its priorities continues to be a shambles. It is not, in fact, straightened out. The authority still doesn't know how to handle money. It still doesn't know how to decide on programmes. It still leaves too much in a never-never land. It never discussed it sufficiently with those who are responsible for carrying it out. In fact, the authority needs a lesson in elemental accounting and in elemental relationships about money with those whom it directs to produce programmes.

The big thing that exploded in public terms was the revelation in early 1972 that between April 1, 1971 and Dec. 31, 1971—I think this document is fresh—when you looked at your budgetary expenditure you found that in one branch, called utilization and information, you had gone over by almost \$400,000 in that period. That caused the panic, in the first three months of 1972, in an effort to cut back in other areas and to recoup. I don't know what happened. You explained generally the amalgamation of publications and other matters but certainly that was the crisis point. On Jan. 18, 1972, you had a programming branch meeting with many of your senior people and there was a report from Dr. Miller. I just want to read you the first paragraph of that report:

Copies of a statement from the director of programming to the general manager showing a proposed revised budget for the programming branch for the period January-March, 1972, were distributed. The statement comprised costs expected



to complete productions and essential administrative expenses. Memoranda have also been forwarded to the general manager from the superintendents of programming indicating the implications of the budget cutback for their areas.

The main implications will affect scheduling and plans for programme development for fall presentation [that's the fall of 1972] and will mean that instead of the 638 new units planned to have been produced this year there will probably be less than 550.

The proposed 638 units, it was pointed out, fell short of an ideal 850 new units. It was interesting that back in January, 1972, things were sufficiently critical for Dr. Miller to have made his report in that fashion to the programming branch meeting. It says something about the administration of funds within OECA that such errors in judgement occurred. That's what they were. Nobody absconded with the money. Just basic errors in judgement were made.

That was followed a little later in the month by a memo from P. G. Bowers. This man, Mr. Bowers, is a pretty tough fellow. He really laid down the law. He says:

On Jan. 17, 1972, the board of directors approved a revised budget for the completion of this fiscal year. This revision, which involves incurring a deficit for the year, requires stringent economies, curtailment of new activities and precise control of expenditures in commitments to the end of the year.

Each director is responsible to ensure that no expenditures or commitments are made that are not specifically included in the revised budget or have not been approved by the chief executive officer.

He goes on to set out a catalogue of do nots which are positively breathtaking and which, I'm sure, brought you into balance by the end of the year or you were obviously going to hang a number of public employees in some public square. I have to congratulate Peter Bowers on this. Your employees feel that the same crunch occurred between January and March, 1973—this year—and they also feel that the same crunch is going to occur between January and March, 1974.

On April 18, 1973, in the board room, from the minutes of meeting of university, college and adult section, Mr. Crowdis, the chairman, reported that there is still some difficulty in ascertaining the exact amount of the section budget. He goes on to point out

that the reduction results from the carrying forward from last year's budgets of the Grange, labour and international affairs and he makes other internal observations. That was in April.

Then on June 7—this month—the producers got together and the education supervisors got together in the midst of much of the public discussion of OECA. The basic anxiety raised at the meeting was the state of internal financing. They are still concerned. This is June. The fiscal year began April 1. They are still concerned about their budget. They still don't know what can be calculated in as a direct cost and what has to be calculated in as indirect cost. This is an operation which spends millions, and two and a half months after the fiscal year has begun, you are still uncertain about the nature of the budget.

So they set up the meeting for you which was held on the 14th. Just before that a memo had gone to Dr. Miller from Tony Snowsill again on behalf of these people. I don't want to make life difficult for Tony Snowsill; he just happens to sign the letters. The memo says:

Following your drop-in last Thursday, the producers and directors association held its monthly meeting. It was felt that the exchange of information between you and the producers was generally useful. However, the consensus among producers was that such an exchange would be more productive if we had more time to discuss any subjects prior to meeting with you.

We would, therefore, request notice of such meetings be channelled through the executive of the PDA. As our regular monthly meetings take place [on such and such a time] it would be nice to have notice.

Your request to attend meetings was noted and again this was felt to be useful. With this in mind, we would like to convene a special meeting attended by you and Bob Demers in order to discuss and clarify the following:

#### 1. Budgets, direct and indirect costing.

I can go on and read the rest of the memo. That isn't important except they point out that everybody has a different conception of what the budget is. Just late last month, Dr. Miller replied, and his reply, if you don't mind my saying so, says a lot again about the way OECA works:

Thank you for your memo of May 22 concerning my meeting last Thursday, May



17, with a number of our production staff. In your memo you referred to three points on which you had requested clarification. [Budgets, direct and indirect costing, was No. 1. I won't discuss the others; it was studio costs, copyright procedures.]

I share with you the concern to have specific guidelines at the earliest opportunity and I am pleased to say that these three matters are under active consideration at the moment.

No. 1: Budgets: The accounting section is very well aware of all our concerns and I shall keep pressing to have the situation clarified. As soon as we have any significant information, Monty Fotheringham will circulate such information to all concerned.

The last paragraph of Dr. Miller's memo reads:

Information on these matters and any other pertinent topic will, of course, be passed on to all appropriate members at the earliest opportunity, either directly in memo form or through the supervisors of sections.

Let me deal with that at two levels.

It is the middle of June, 1973, and the people directly in charge of producing the programmes don't feel confident about their budgets and this is again widespread through your organization. The fiscal year began on April 1, 1973, and organizations can't run that way. The authority can't run that way. You can't have that kind of budgetary ambiguity as you head into the fiscal year or, sure as can be, eight months from now when the auditor starts looking at the OECA again we'll have another cause célèbre because the finances of the OECA are suspect.

Look at this business about sending out memos to cover it or doing it through your supervisors. Does it never occur to anyone to bring people in and collectively discuss with them the priorities, the financial problems, the money which is being disposed and how these things are arrived at? What is this fixation about memos? What is this fixation about hierarchy? I must say that, again, around the budget and around the finances the middle management people at OECA are extremely anxious.

I won't use the adjectives I used to describe how they feel about salaries and negotiations but they just can't believe that they are well into the creative year and they still don't know what they are getting for

which projects and how to budget money for it.

I will tell you that if this happened in any other authority in government, the government wouldn't fall but there would be a fantastic public outcry because, really, you don't take this kind of public money and not know how you are apportioning it. Your programming director admits it to his staff and his staff then comes to you to find out about the budget, and you have to get Mr. Demers to meet with them later on in order to explain the budget to them. How is it possible to run an authority that way?

Mr. Ide: I think, Mr. Chairman, in responding to this question, that it is important that the members of the committee realize that what the producers and the education supervisors are concerned about are certain elements of the budget.

Mr. Lewis: That's right!

Mr. Ide: I think they know their budgets. I think they know the broad general moneys that are available. I think they have had specific approvals. They have had approvals in financial terms for almost 65 per cent of the projected expenditures for the coming year.

I think what was concerning the producers and the directors was the charges that were going to be made for the new studio which was opened, as I have mentioned, sometime from the middle to the end of April. The information got around among that particular group that they were going to be charged for the studio and some of them had assumed that the studio would be available to them at no charge.

The answer to this particular question, of course, was reasonably simple and I was able to clarify it for them; they would only be charged for the cost of the crew and the cost of the crew had already been budgeted for in the programmes. There were some questions, and a lot of the "what if" questions that people have. I think the only way to clear up "what if" questions—and I think in that case Mr. Lewis is quite correct, is through a direct meeting, because you can lay down terms of a budget, but in a complex and sophisticated system of producing television programmes, there are a lot of imponderables.

I think the only way to handle this is through the meeting. The meeting has been arranged. So often I find that the committee is concerned a bit with history and not with the present. The offer that I made the other

day to the committee to visit the OECA is an offer which I would reiterate. I understand that one member of the committee took advantage of this particular offer and that her representative visited the OECA. I was told that he felt that the main problem of the authority was lack of money and overwork. We had of course been well aware of this particular piece of information.

I would again invite Mr. Lewis and the other members of the committee to visit the OECA. I would hope that he would not necessarily take advantage of the situation when the authority has been under some considerable pressure, not only from the comments raised in this meeting but also in the press. If he feels that is urgent I would welcome any member of this committee to visit the authority, to talk personally to the employees.

**Mr. Lewis:** How about having the employees talk personally to the committee?

**Mr. Ide:** I think there is a kind of chamber effect of having people brought down here. There is an assumption that when they are brought down here something is really wrong. I cannot agree, Mr. Chairman, that there is anything really wrong with an organization that is able to achieve the number of productions, the quality of excellence and the record that this organization has done over the last three years. As I mentioned in Thunder Bay, the board considered this in great detail. They were concerned and they passed a resolution.

If it is of interest to the committee perhaps since we have heard, Mr. Chairman, that so many memoranda have been written by members of management and members of staff, Sir, I would also point out that a number of the memos that were written were written by members of the staff as well as by members of management, just for the record, I would like to have the secretary of the board read the resolution of the board with respect to this latest attack on the integrity of the organization. I use integrity not in terms of political integrity or financial integrity but integrity in the normal sense of the word, in the sense that Mr. Lewis has been referring to it.

Would it be appropriate, Mr. Chairman, to have this resolution read?

**Mr. Chairman:** I certainly have no objection to your reading the resolution.

**Mr. Ide:** I will ask Mr. Mills because the board is deeply concerned and wants its

opinion heard. They would want the committee to hear their opinions and I think they would want the staff to hear their opinions.

**Mr. D. S. Mills (Counsel, OECA Board):** Mr. Chairman, it is a lengthy resolution which is a result of the deliberations of the board over the best part of a day. It read as follows:

Whereas (a) a number of serious charges have been levelled against the management of the authority by a few former employees and by some members of the Legislature;

(b) these allegations have received wide circulation in the press;

(c) the board of directors of the authority has investigated these charges and is satisfied that they are for the most part unfounded, and that where there is some substance to them all proper and reasonable steps to correct them have been and are still being taken;

(d) the board of directors is concerned that silence on its part might be interpreted by some to be an admission of the truth of some of these allegations;

(e) the members of the board are convinced that the short term and long-term objectives of the government of Ontario in establishing the authority continue to be sound and completely relevant to the needs of the people of this province;

(f) the board through its regional councils and through the many representations which are continually made to it by other organizations and groups throughout the province is aware of the very great need for the extension of its service to all parts of the Province of Ontario at the earliest possible time;

(g) the board wishes its views on these matters to be publicly recorded for the benefit of the public, the members of the Legislature and the staff of the authority: now therefore the board resolves:

1. that it has every confidence in the integrity and competence of the management and of the staff members of the authority;

2. that the accounting problems that have been publicly noted occurred in the fiscal year 1971-1972, were dealt with fully by the board following receipt of the Provincial Auditor's report at that time, and the board is now awaiting a supplementary report of the Provincial Auditor



on the implementation of the remedial steps which the board directed be taken;

3. that the internal communications difficulties that the authority has experienced and which are common to any organization of a comparable size are receiving the full attention of the board and of management and are no more serious than any large corporation faces, particularly where highly creative personnel are involved;

4. that much greater effort must be expended on behalf of the authority to inform those who have had only limited contact with the authority about the purposes for which the authority was created; the steps it has taken in these areas to date; the national and international acclaim it has been accorded; the problems it has faced and will continue to face in the light of continuing financial constraints on all governmental agencies; the very important distinctions that must be recognized when comparing educational broadcasting and its audiences to those in the commercial television field; the fact that the authority is not and must not be permitted to become a Toronto-only educational service; and the fact that the authority's responsibilities encompass many other essential activities besides educational broadcasting and videotape distribution services;

5. that the board will continue to take whatever steps may be necessary from time to time to ensure that the authority's operations are carried out in a business-like way and in the interests of the people of Ontario;

6. that above all this board wishes to pay public tribute to a loyal, conscientious and highly gifted staff who, during the less than three years that the authority has been in existence, has:

(a) developed and launched the first full-time ETV station in Canada;

(b) has been able, despite the lack of any other source of Canadian material, to meet the Canadian Radio-Television Commission requirements as to Canadian content for 15 hours per day, 365 days per year;

(c) since its inception has won over 40 national and international awards for the excellence of its programming, including virtually every major award available for educational programming;

(d) has gained the authority international recognition as one of the most, if

not the most, outstanding creators of ETV materials in the world;

(e) has been the first organization to translate the discovery approach of the Hall-Dennis report into visual presentation;

(f) has developed and implemented the revolutionary VIPs service under which schools and other educational institutions throughout the province are able to obtain on demand copies of the authority's programmes for use in the classroom or by individuals at their convenience for only a nominal cost;

(g) is presently pioneering the establishment of a computerized index and catalogue system which will make it possible for individuals to identify an area of interest and call up a printout of all available material on the subject at a cost not significantly greater than the cost of a telephone call;

(h) is currently producing approximately 1,000 programmes per year of high quality yet at a lower per programme cost than the general broadcasting industry;

(i) supplies, 10 hours per day, seven days per week, programme packages on videotape to 13 cable companies throughout the province who are beyond the signal range of channel 19;

(j) has reached out to more than 30 isolated schools in the remote areas of northern Ontario to provide them with the only television service available to their communities;

(k) has been requested by the federal Department of Communications to co-ordinate the educational programming for Canada of the CTS satellite which is to be launched in 1975;

(l) have never ceased to give their best efforts to the ongoing undertakings of the authority in spite of financial constrictions and working conditions which were often less than favourable;

7. that the board agrees with its chairman that it would be tragic if the unfair publicity and criticism to which the authority has been subjected in recent weeks were to discourage these hardworking and creative people who have contributed so greatly to these many accomplishments.

**Mrs. Campbell:** Is that the "be it resolved" part of the resolution?

**Mr. Mills:** The "be it resolved" began with No. 1 and ended with No. 7.



**Mrs. Campbell:** When will the press release be sent out?

**Mr. Mills:** On Monday.

**Mr. Foulds:** How was that conveyed to the employees and the public generally, and to the press?

**Mr. Mills:** The thing has not been conveyed to anybody except this committee because we returned late last night from Thunder Bay and we had it typed and ready for the committee this morning in case—

**Mr. Foulds:** How do you plan to convey it to the authorities?

**Mr. Mills:** I think I will let Mr. Ide answer that.

**Mrs. Campbell:** Have you copies now?

**Mr. Ide:** I think we have been discussing the best way of ensuring that the employees are aware of the confidence that the board places in them. We do have a regular television closed-circuit system on which we would comment on this tomorrow morning; that is the in-house system. Secondly, we would make copies available to any members of the staff who would wish to read it for themselves.

**Mr. Lewis:** Mr. Chairman, if I can recover the floor for a moment. You know, Mr. Chairman, it is always this way in this blessed Legislature! The hour gets late and everybody feels a little pressed—I do, I don't hesitate to tell you.

We have an authority of this kind which has a lot of money and one never knows quite how to probe to the heart of it; how to cope with it. It takes a long time. I have been sitting here puzzling with myself as to whether to persevere because I know the ground on which I stand. I have taken time, I think, to talk to as many of the employees of the authority in the last year as the chairman may have talked to in the last week.

That resolution really depresses me because that board just doesn't understand a thing. That is like sealing the fate of OECA. You think that some international awards, a recitation of what has been published a thousand times before and is in every available report, and a little bit of self-adulation somehow overcomes all of the feelings that are loose within OECA right now. I want to tell you, Mr. Chairman, although it pains me to say it, there is such a central conflict of interest that the resolution is balderdash.

How do you expect a board, whose chairman is Ran Ide, to judge the actions of the chief executive officer who happens to be Ran Ide? I mean, really! I have never heard of anything so nonsensical. You have your chairman of your board involved in the drafting of a resolution of tribute to the board, commenting essentially on the activities of the chief executive officer who is the same person.

**Hon. Mr. McNie:** Mr. Chairman, if I may, just in all fairness, say two things. One, it is not uncommon for the chairman of the board and the chief executive officer to be one person. That is not uncommon. It is not, contrary to the opinion that you may have left.

**Mr. Lewis:** In certain corporate organizations, it happens. Yes, I understand that.

**Hon. Mr. McNie:** Second, I think you are challenging the integrity of the other members of the board and Mr. Ide himself, to suggest that—

**Mr. Lewis:** No, it is not a matter of integrity.

**Hon. Mr. McNie:** —he is not able to dissociate himself from this particular resolution—

**Mr. Lewis:** He wouldn't—

**Hon. Mr. McNie:** —he felt it was appropriate.

**Mr. Lewis:** What do you mean dissociate himself? What kind of Alice in Wonderland situation are we in? What do you mean, dissociate himself? The board meets in Thunder Bay and says to its chief executive officer—I am willing to bet on it, and if I am wrong it can be contradicted on the spot. None of the middle management people were at that meeting. None of the producers and directors association were at that meeting. None of the people who have resigned were at that meeting. None of the MPPs who have said things in this Legislature were at that meeting.

Who was at the meeting? The chief executive officer! So the board says to the chief executive officer: "Look at this stuff in the papers. Jack Miller is mouthing off. Dorothy Wigmore is writing material in the Globe and Mail. Brian McKeown is writing letters just before he leaves for Europe. Margaret Campbell is endlessly after us and Lewis is sounding off before the committee. What are you going to do about all this, Ran? You

can't keep up with this. Tell us, Ran, is it true?"

Mrs. Campbell: How right you are!

Mr. Lewis: And the chief executive officer said: "Of course, it's not true."

Hon. Mr. McNie: He didn't.

Mr. Lewis: He said, "Our organization is a model of impeccable human relations, resourcefulness and achievement."

Hon. Mr. McNie: Mr. Lewis, you're putting words in his mouth, because that isn't what he said.

Mr. Lewis: What he would have said from what I have heard from you is that they have problems as all other corporate authorities have.

Hon. Mr. McNie: Without intending to make a judgement as to whether or not some of the things that you are saying are entirely appropriate, and whether or not your survey—

Mr. Lewis: I have—

Hon. Mr. McNie: Just a minute, you have been doing a lot of talking. If I may have a word—

Mr. Lewis: I sure have. I want to know whether you, as minister, will allow some of these people of, say, the association, to come before the committee?

Hon. Mr. McNie: And the answer is no.

Mr. Lewis: Right. Then have you spoken to people within OECA within the last 10 days at the middle management level about their concerns?

Hon. Mr. McNie: I told you and I told the Leader of the Opposition in the House that at the estimates committee there would be an opportunity for you and for other members of the opposition parties to express their views and the views that have been expressed to them through whatever representations have been made to them or they have made to the people in the authority.

Mr. Lewis: Okay.

Hon. Mr. McNie: You've taken full advantage of this.

Mr. Lewis: Yes.

Hon. Mr. McNie: I can assure you the government is listening, and listening very closely.

Mr. Lewis: I believe that of you. You know that. I refuse to be put in this bind of commenting on integrity. It is invidious. It is impossible. Mr. Ide may be a splendid chairman of the board, but the board puts out a resolution with several whereases and several clauses and says everything is rosy at the authority. In fact, I think that was point 1. They said, "We have looked into the questions raised by employees who have resigned and charges by the MPPs and we are satisfied that they are unfounded," or words to that effect.

Really, it is impossible for a board to be taken seriously that puts out a resolution of self-infatuation when it is commenting upon its own chairman. It's too invidious. It puts Mr. Ide, frankly, as far as I'm concerned, in an absolutely impossible situation. I don't know how he copes with it, because he is the man who is answerable for everything and he is the man upon whom the board then must ultimately pronounce. I think that's invidious.

The more I learn about this organization, and although I didn't believe it as recently as last week, I believe it now, there is just no question that the functions must be settled.

You must have an unimpeachable, unassailable individual as chairman of the board or an unimpeachable, unassailable individual as chief executive officer. Mr. Ran Ide wants to occupy one of those posts, fine. But for him to occupy both of those posts is now impossible, because there is too much trouble in the authority, too much difficulty externally and too much difficulty internally. I don't think that anyone can credit that kind of resolution.

Really, what kind of examination did the board have, except as it was reported to it by its chief executive officer? I'd love to meet with the board. I would be pleased to meet with the board in private session and to tell the board, chapter and verse, what I have heard, some of which is so strong I haven't got the guts to tell this committee about it.

I'd really like the committee to have the opportunity to call before it a number of present employees who are representatives of various producers', directors' and project officers' associations. I know that won't happen. If it were a reasonably liberal atmosphere, they would speak their hearts to this com-

mittee because they feel very deeply about what's happening within the authority.

I don't want this to lose sight of the point I was making, which was again very neatly disposed of by the board. Mr. Minister, I say to you that the problems of cost in the budget are not related to the television studio and the time. They are related to all kinds of indirect costs that are now being included as part of programme budgeting. They don't have the knowledge of what is involved.

When you say that approval of budget is like saying the budget will exist, then I could bring you back, and maybe I will before the night is out, to the saga of the Indian peoples programmes and what happened over the last year and a half to that project. I have some questions about why native peoples at the authority rank below African series and China series and other series when there is so much to be done in this area.

Since I have introduced it, I am now going to have to take a little time to show what happened to this and how any programme budget which is determined at the authority can be cut off at the snap of a finger, unexpectedly. It's no guarantee.

I think that if anyone from the outside were to look at the finances of the authority now, Mr. Chairman and Mr. Minister, he would be in a state of shock. And the minister is a man of some considerable business experience and acumen. If you were to go over the programme budgeting in that authority now, give yourself two or three days, you'd call for a major shakeup at the management level.

You can't have producers and directors and education supervisors wandering around the authority, wondering whether they are going to have development money, research money, production money, how many units, how long will they have to produce it, will it be cut back again in a last desperate gasp at the end of 1973, as it was at the end of 1972 and as it was at the end of 1971. There is extraordinary anxiety about programme budgets, and it has gone on too long.

**Hon. Mr. McNie:** Well, just before we get off on programme budgets, I'd like to make two points. One is that in making the point that I did to clarify, to the advantage of others who weren't aware of it, the fact that it isn't uncommon for the chairman of the board and the chief executive officer to be the same person, I was not necessarily saying that I think that this is the way it should be. Without being facetious, if he is doing his job, and I believe that he is

doing his job—he isn't even being paid for one, and certainly not according to some of the other salary scales we have at hand.

**Mr. Lewis:** Well, I have told you before, I don't begrudge Mr. Ide his \$34,000. As a matter of fact, for all the abuse he takes from me and everybody else, it is not enough.

**Hon. Mr. McNie:** The other question I would just touch on, is that I feel I must share with you some reservations about the appropriateness of the board making as extensive a resolution as they have—

**Mr. Lewis:** You share my reservations?

**Hon. Mr. McNie:** —without some more in-depth study of the kind of problem that has been delineated, assuming—

**Mr. Lewis:** Well, good for you.

**Hon. Mr. McNie:** —that it hasn't been done. I am not aware of the fact at this moment that it hasn't been, since they have just come back from Thunder Bay, but as I indicated—

**Mr. Lewis:** Were you up in Thunder Bay yesterday?

**Hon. Mr. McNie:** No, no, we were on estimates yesterday.

**Mr. Lewis:** Oh, yes.

**Hon. Mr. McNie:** I did indicate that I felt that I thought the board would feel it appropriate to retain someone who had outside communications experience to look at some of the problems we are talking about.

**Mr. Lewis:** Did you? Well, Mr. Minister, maybe we are tuning in, because this fight, from my point of view anyway, is an effort to help the OECA to survive, although a lot of people obviously don't feel that way about what's been presented.

I really think OECA, with all its achievements and all its awards, is right on the brink right now; that this series of resignations is not accidental; it's the climax of a lot of anxiety. Curiously enough, the resignations came from people who were not deeply involved in the employee negotiations over time with the management. Joan Soloviov and Tom Thomas and Roy Shields were not involved with the associations that have been meeting regularly with the management. They were peripheral from what is real.



**Hon. Mr. McNie:** Without repeating what I said yesterday after you left—and quite a bit went on after you left the other evening; Frank Drea spoke at quite great length—

**Mr. Foulds:** On a point of information, Mr. Chairman, yesterday we did not discuss OECA.

**Hon. Mr. McNie:** No, no, I am talking about the other day, pursuant to your having to go to the House—

**Mr. Lewis:** No, the only portion I missed was Friday morning.

**Hon. Mr. McNie:** The point I made is that actually television programming and these fields related to television programming have some kinship to brinkmanship, as you describe it, insofar as relationships of creative people and other kinds of people are concerned. I have spent some 30 years dealing with people in that particular climate.

I think the critical thing here is that, in fact, we can assure ourselves that we do have the kind of environment that is going to result in creative programming and the proper set of priorities as to what are the needs now. I must confess, listening to the spokesmen for the two parties here, that I am not persuaded that both parties are of the same mind as to the independence of the authority, for instance, at this particular time and the extent to which the government may be leaning.

**Mr. Lewis:** I don't think you are intruding at all.

**Hon. Mr. McNie:** You have indicated you are quite—

**Mr. Lewis:** I am quite happy with your role. I am not too worried about that. I have seen no evidence anywhere—and I've talked to I don't know how many people—there is no evidence of government interference at all.

**Hon. Mr. McNie:** A certain person is referred to as having had some prominence with the Conservative Party; he also happens to be a broadcaster and is being employed there. It wouldn't bother me a whit if the NDP happened to be the government and chose to employ, let's go as far as to say, Pierre Berton. I wouldn't regard this as necessarily being—did you say you would take exception to that?

**Mr. F. Drea** (Scarborough Centre): No, I said if he is not so, he should be paying dues.

**Hon. Mr. McNie:** What I am really saying is that I think that—

Interjection by an hon. member.

**Hon. Mr. McNie:**—this is an area in which there has been a large degree of understanding. It is a difficult area. It will continue to be a difficult area.

**Mr. Lewis:** But it need not be. No, it need not be as difficult as it has been.

**Hon. Mr. McNie:** No, there is no need for things to fester if, in fact, they have been festering. That's really what we are saying.

**Mr. Lewis:** Exactly, and there is no need for the board to trundle itself off to Thunder Bay and pass a resolution saying, "All is well in the world," when everybody in the world knows that it is not.

That really worries me and should, I say to you, Mr. Minister, worry you about the future of OECA, because any group that is quite so sanguine about a situation which is so serious has problems itself.

Now, Mr. Chairman—

**Mr. Chairman:** Mr. Lewis, I would like to suggest that we should have a short recess at this time. We've been over two hours now in this room and I think we've found—

**Mr. Lewis:** I haven't taken all of it, I might say, but a lot of it.

**Mr. Chairman:** You certainly have, sir.

**Mr. Lewis:** I have two more—

**Mr. Chairman:** Let's have a quick recess.

**Mr. Lewis:** Just before you recess, I have two more—

**Mr. Chairman:** Is there a motion for a recess?

**Mr. Lewis:** Mr. Chairman, can I just put something to you and then by all means—I am just going to be a second.

**Mr. Chairman:** Promise?

**Mr. Lewis:** Yes. I just have two other areas that I want to raise and I can try to do it within half an hour's time when the recess is over, with your permission.

**Mr. H. C. Parrott** (Oxford): I will move the recess, then.

**Mr. Chairman:** We will recess for 10 minutes.

The committee took recess.

**Mr. Chairman:** The meeting will come to order, please.

**Mr. Foulds:** Mr. Chairman, before you proceed, on a point of order.

In the committee's sittings we have a number of people here associated with agencies other than the OECA. Mr. Lewis has indicated that he has half an hour to go. There are probably other people who wish to speak. I notice the leader of the Liberal Party stepping into the picture.

I would move that we deal with the matter of OECA tonight and no other items, so that those people associated with other agencies can go home and get a decent night's sleep. We may be insane in terms of the way we run our legislative responsibilities but there is no reason why we should inflict that upon people whom we can call at our whim.

I would make that motion, that we deal with OECA only for the rest of the meeting tonight.

**Mr. Chairman:** Well, I don't suppose I have any choice but to accept your motion.

**Mr. Foulds:** That's right.

**Mr. Chairman:** I am hopeful that we will be able to make progress this evening, because if we do complete the matters laid before us we will not be able to meet again until Thursday evening. Inasmuch as the standing Natural Resources committee pre-empted us tomorrow afternoon and Thursday afternoon, the first time we will be able to meet is Thursday night.

**Hon. Mr. McNie:** Unless there is special dispensation.

**Mr. Lewis:** Not necessarily.

**Mr. Foulds:** I appreciate that, Mr. Chairman, if I may reply, but the other items I think could be comfortably and adequately dealt with in an evening's meeting. Thursday evening I think would be quite sufficient before we adjourn to get the estimates of this ministry dealt with.

**Mr. Lewis:** Sure, that's what the minister wants.

**Mr. Chairman:** Anyone else wish to speak to the motion?

**Mr. B. Newman:** Mr. Chairman, may I ask of you, then, how long it is the intention of the government to sit in the Legislature in the upper chamber?

**Mr. Chairman:** That is the nicest thing anybody has ever said to me.

**Mr. B. Newman:** Well, surely he knows.

**Mr. Foulds:** He knows where the power lies, Mr. Chairman.

**Mr. B. Newman:** Eaton's doesn't tell Simpsons, but Eaton's do tell Eaton's what they are going to do for the evening. I would assume that you would know whether we are going to sit until 2 o'clock or 3 o'clock up there.

**Hon. Mr. McNie:** Just don't embarrass me and ask me.

**Mr. Chairman:** I appreciate your confidence, Mr. Newman, but I'm sorry, I can't justify it. I have no idea, whatsoever, as to how long.

**Mr. B. Newman:** You have let me down.

**Mr. Chairman:** I'm sorry.  
Anyone else?

**Mr. Parrott:** Will you be finished in half an hour, Mr. Lewis?

**Mr. Lewis:** Yes.

**Mr. B. Newman:** For the day?

**Mr. Lewis:** There may be others.

**Mr. Parrott:** If we could deal with some of the other items, Mr. Chairman, maybe not all of them—I don't know to what length the members wish to speak—but for many of these people who are interested in the other subjects another half hour from now waiting for Mr. Lewis to finish, and then if we could go on to their subject it would be less time-consuming to them than leaving now, going home and coming back at another appointed hour, and not certain even at that moment if it will be their turn to enter the debate.

**Mr. Lewis:** Just a question: Suppose there are others who want to speak on OECA—

**Mr. Laughren:** And there are.

**Mr. Lewis:** —and there are.

**Mr. Drea:** Well, how long?

**Mr. Lewis:** OECA isn't particularly anxious to prolong this, I suspect.

**Mr. Drea:** Well, I don't intend to speak.

**Mr. Parrott:** Then maybe we should clear the other subjects first, Mr. Chairman.

**Mr. Chairman:** The motion before us I think you all understand.

**Mr. Parrott:** Maybe I could persuade them to change.

**Mr. Foulds:** Well, I can tell the hon. member for Oxford that I have considerable material on regional libraries that I wish to discuss that could carry us through the night, if you wish to revert to other subjects. I would much rather get OECA out of the way. I also have considerable material on the Province of Ontario College for the Arts.

**Mr. Chairman:** I think the only way we are going to dispose of this matter is to vote on the motion.

**Mr. Drea:** What are you talking about? Letting people go from where?

**Mr. Foulds:** Well, there are people here from POCA for example. There are people here from the other items.

**Mr. Drea:** Just wait until I catch up with this. You are talking about from 3 and 4, eh?

**Mr. Foulds:** Well, there are people here, I would assume, who have responsibility for Ontario Heritage Foundation, for the McMichael Canadian Collection of Art, all the items associated—

**Mr. Drea:** I thought we finished the Heritage Foundation the other day.

**Mr. Foulds:** —with item 3 and with the Province of Ontario Council for the Arts.

**Mr. Drea:** Did we not finish the Heritage Foundation?

**Mr. B. Newman:** No.

**Mr. Foulds:** No, we did not.

**Hon. Mr. McNie:** Well, Mr. Chairman, unfortunately what we have done under vote 1 is we started to cover them all and now we are going back. I say "all"; we covered all the subjects although I don't say we covered them all in the depth that each of the members who are here or might care to join us would want to cover them.

But it would be helpful if we could give ourselves some kind of a deadline. You know, even a newspaper works to a deadline. Be-

sides that, each of the caucuses could agree to speak to the subjects at hand in the time that we agree to.

The member for Port Arthur says tomorrow evening we could clean it up, then?

**Mr. Foulds:** Thursday evening.

**Mr. Chairman:** We cannot meet before Thursday.

You have all heard the motion by Mr. Foulds. All in favour of Mr. Foulds' motion please indicate.

**Mr. Lewis:** Do I have a vote tonight?

**Mr. Chairman:** Yes.

**Mr. Lewis:** Good.

**Mr. Chairman:** Four.  
Against?

**An hon. member:** Five, I think, for it.

**An hon. member:** What was the motion?

**Mr. Chairman:** Mr. Foulds, would you briefly repeat your motion, please?

**Mr. Foulds:** That we deal only with OECA tonight and postpone discussion on the other agencies and items until the committee meets again.

**Mr. Chairman:** All against the motion, please.

**Mr. Drea:** Mr. Chairman, I want to talk about the Botanical Gardens. We never will get to those Botanical Gardens.

**Mr. Foulds:** I will cut my items short.

**Mr. Drea:** The only significant matter in the whole vote.

**Mr. Lewis:** You can speak to it when the House deals with the Hamilton-Wentworth bill in committee.

**Mr. Chairman:** The motion is carried.

**Mr. R. F. Nixon (Leader of the Opposition):** Nobody wants to miss this show anyway.

**Mr. Drea:** No concern about growing things.

**Mr. Chairman:** Mr. Lewis has the floor.

**Mr. Parrott:** How come you made that motion when so many people left?

**Mr. Lewis:** No, no, no. This little old socio-drama is effective.



Mr. Chairman: Look, we have wasted enough time on this now. Let's get on with this matter.

Mr. Lewis: This 10 minutes was so long that I no longer feel inhibited—

Mr. Chairman: Well, there was precedence.

Mr. Lewis: —which is very unfortunate for all the members of the committee. I'm going to have to speak fairly quickly if I'm going to jam it into half an hour.

Mr. Parrott: Now he tells us.

Mr. Lewis: As an aside—

Mr. Drea: There he goes for 30 minutes.

Mr. Lewis: —to provide balance to this thing I want to raise to be answered later tonight, tomorrow, next year—I want to raise with the authority the fact that one of the persistent themes that I encountered in dealing with people in the authority was their suspicion of your whole research and planning branch. They think that it is frankly preposterous. They think that the evaluative studies undertaken are largely worthless. They think that the research which it does is irrelevant and superficial. They think far too much money goes into it and they question the whole validity of it and its obvious duplication of many of the things which OISE does.

The other night when Mr. Walker read out the kinds of things which R and P do, he made it sound rather glowing. I have a list of current projects issued from a project officers' meeting—I am not sure what the date is—I have the most recent list. Let me read you the list of projects as they have been in the last year or so.

There was one project on "A Needs and Interests Study of the Apartment Populations in St. James Town or Thorncliffe Park." The study on Quest: "A Project to Identify Knowledge and Skills Important in an Adult Search for Personal Identity." There was a project called: "An Experimental Study of the Effectiveness of the 'Castle Zaremba' Approach in Assisting Learners to Improve Their English-Language Competency." That project is the object of much merriment in the authority. They think it is a fine academic treatise and totally incomprehensible.

There were a number of projects on physicians. "The Study of the Needs and Interests of Ontario Physicians in Continuing Medical Education Through the Communications

Media." There was a project: "An Evaluation Study of Selected OECA Programmes with Reference to Their Stated Educational Objectives: 'Les Aventures de Dors', 'Mathematical Relationships', 'Geography Concepts', 'Regions of Law', and 'Where It's At'."

I have that study here. I want to tell you, Mr. Chairman, and the minister, this is a piece of claptrap! I read this during the afternoon debate. I listened to the Leader of the Opposition make a quite splendid speech on Hamilton-Wentworth, but before and after I read this—and I was able to read it in a matter of five minutes before and three minutes after. I want to tell you if you are spending \$12,000 a year, as I understand, or near it, on a salary for whoever this chap is, to write this kind of stuff, based on a sample so thin and so small that it is really an affront to the principles of research and statistics, then I suggest that your whole R and P branch take another look at it.

However, it is nothing compared to this study which has just emerged in May 1973, with compelling interest to the member for Parkdale (Mr. Duksza) called "The Study of the Needs and Interests of Ontario Physicians in Continuing Medical Education through the Communications Media." To give you a flavour of the report, Mr. Chairman, I want to read to you from section 7 of the report, which of its own is rather more exhaustive than the other sections—rather more penetrating the reflective of content.

"The Extent and Ability of Ontario Physicians to Participate in Continuing Medical Education," it is called. On the basis of their sample, the person who conducted this did a study of ownership and availability of communications media. I want to tell you what this project found and I want to remind you that this is the level of research at OECA.

"Radio. Nearly all doctors reported that they had access to at least one radio." Sorry, AM radio.

"Ninety-three per cent of the doctors reported that they had this type of equipment in their homes." I don't want to understate it but that's pretty bogging stuff. "Automobiles are equipped quite frequently with AM radios," the survey points out.

Under "Phonograph Player" it says: "Access to a phonograph of some type is fairly widespread, but normally it is found in the physician's home."

Under "Television," it says "There generally is at least one television set, either black and white or colour, available in a physician's home."

I choose these examples because I don't want to embarrass you with ludicrous examples. I only want—

**Hon. Mr. McNie:** But really, Mr. Lewis, without having the benefit of the whole study, which I should have—

**Mr. Lewis:** Well, I would be glad to—

**Hon. Mr. McNie:** I was listening to all of the member's speech, but the fact is that sometimes a person asks what appear to be very stupid questions when you launch a questionnaire to enlist the ear of the interviewer, and then you get to the gut issues hopefully. There are some gut issues.

**Mr. Lewis:** Oh, I see. Well, that is pretty riveting for the doctors: "Do you own a television set?"

**Mr. Foulds:** A market researcher came and my wife answered questions about what she had called the Premier.

**Mr. Lewis:** I just want to mention to you, Mr. Chairman, that the studies which R and P do are generally a laughing-stock and that, indeed, a lot of them that I have seen are, in fact, duplicates of what OISE is doing and need not be done by OECA, except as make-work programmes and a devil of a lot of money is going into R and P.

Even the evaluative figures can be questioned. I am not going to go into that tonight, it would take too long. But I had some very interesting material brought to me about R and P and I suggest that that be another aspect of this whole corporate dimension of the way they allocate their funds and priorities which is carefully looked at.

Now I want to raise some other matters. Other than "Castle Zaremba", which is now three or four years old—and its success in certain areas is questionable—and, I suppose, your filming of "Caravan", I would like to know what OECA is doing and will do in regard to the tremendous ethnic communities throughout Metropolitan Toronto in very clearly and specific terms. And a lot of people within OECA would like to know that, too.

I would like to know what OECA can offer northern Ontario in its prepackaged tapes, other than the digest of material which is relevant to the "golden horseshoe". And my colleagues will have something to say about that.

I want to know what OECA has done and is doing, in serious and specific terms, about

the whole area of women's rights and the role of women in the Province of Ontario.

I would like to know what OECA is doing in the whole field of native peoples and how it bases its priorities when sending camera crews off to Africa—two crews, I understand—one to French West Africa and one to English-speaking Africa. The minister will know I have a particular penchant for Africa, I don't deny that, but I do wonder about the setting of priorities and the way the whole thing is handled and what OECA considers important.

I want to tell you a little story and then let everybody take exception to it when I've finished. I want to tell you the story of the native peoples project at OECA and I will do it as quickly and specifically as I can.

Back in December, 1970, in the adult section of OECA, there was a proposal made by two or three people—chiefly, I think, I don't know, by Ron Campbell and Tony Snowsill—about a chronology of native peoples' development, some kind of major educational television series which would reflect native peoples' development in North America. The chronology of events from December of 1970 to the present is really quite impressive.

Within the work of Tony Snowsill and I think it's Duke Redbird, there was launched an epic undertaking, very exciting, tremendously exciting. Really, what they did was to decide to analyse the prehistoric and historic Indian civilizations of North America, to do it through the best Indian historians, academics and experts in Indian culture from the Indian communities, that they could find, and do a tremendous amount of basic research which had to be done, which has not been done; and, generally, to undertake something which I think would bring credit and kudos and applause to OECA through the eyes of the world and certainly through the Ontario community.

And there was amazing preparation. There was development budget provided by OECA, which allowed Tony Snowsill and his associates to travel to the USA to line up some of the finest academics in this whole field from the Indian peoples themselves. The same was done within Ontario and within Canada. A major conference was held at the Inn on the Park for two or three days, at which much of the discussion raged around the kinds of programmes which could be shown and the outlines for them and the background to them. It was all very exciting. One would have thought that the authority would take it all very, very seriously, indeed.



The process of preparation, development and research went on throughout the year 1971. Then, in early January of 1972, a request was made of Dr. Lew Miller for a further \$4,000 for programme development. Dr. Miller said that he wanted a programme proposal before he would approve additional funds. And, certainly, it was a perfectly reasonable request. I presume that Dr. Miller was concerned about the amount of research and development and background work that was being done. And the proposal was then submitted by Ron Campbell from Tony Snowsill on Jan. 25, 1972. The proposal set out five one-hour programmes, very carefully documented and with the—well, I'll tell you what it was. There was one on pre-Columbian Indian civilization. There was one on western European contact. There was one on the contemporary Indian. There was a documented case history of the contents of the programme. It was a basic outline, which wasn't in any sense definitive, but it at least gave them something to shoot at.

Over the intervening period, in June of 1972, on the basis of the material that had been submitted through those months, a budget was approved. A budget of some \$50,000. And it was still a budget largely based on doing the preparatory work. Thirty-two thousand dollars of it was for script and some \$6,400 for design. About \$6,500 or \$6,600 of it was for materials. There was nothing for staff and crew yet. Three hundred dollars for on-camera talent. It was clearly the preliminary budget to setting up the number of programmes involved.

I've lost some material—I think I have it here.

The work continued with a proposal of 15 programmes put forward by Mr. Snowsill. And let me quickly read to you what the 15 programmes were, just to have it on the record:

1. The native peoples before European settlement—their origins, migrations, cultures.

2. Specific programmes on aspects of Indian culture—arts, crafts, technology, religion, political structure. Many Indians, such as the Long House sect, are trying to return to old ways. They are proud of their ancient communalism and the relatively high status of women in their culture.

3. An in-depth study of a specific tribe, jointly conducted by an Indian and white anthropologist.

4. The Indian concept of nationhood past and present. How valid, historically, are Indian claims to separate nationhood?

5. The Eskimos. How are they different from Indians? What special problems have they faced? Have they effectively been exterminated as a distinct culture?

6. The Métis. A century ago the federal government hanged Louis Riel; last year they issued a postage stamp bearing his portrait. Indians and Métis find this bitterly ironical. What happened during the Riel rebellion? Are the Métis a distinct people?

7. The wild west. In the American west, Indians were slaughtered in tens of thousands. How did Canada escape violence on this scale? What violence did occur in Canada?

8. The heights of Indian culture. An examination of one of the great cultures; perhaps the Mayas of Mexico. How does Mexico today reflect its largely Indian heritage?

9. The stereotype. The portrayal of Indians in books, films, plays, including school textbooks. Anthropologists and Indians discuss these cultural distortions.

10. Indian contributions. What the Europeans learned about North America from the native peoples. Indian technology, methods of travel, language.

11. Biographical programmes. Studies of great Indians in Canadian history. Tecumseh, Joseph Brant, Poundmaker.

12. Specials. Visits to Indian meetings and conventions. E.g., in the spring there is to be a convention of medicine men from across the continent in Wyoming.

13. Indians charge some small Canadian towns with large Indian populations are as racist as their Alabama equivalents. Special programmes on, for example, Kenora.

14. Life on the reserve. A study of the reserve system.

15. Indian attempts at cultural survival. Some BC reserve Indians have deliberately returned to the bush. A study of their hardships, their achievements.

This is a really quite brilliantly conceived approach done by Tony Snowsill, who had produced—forgive me for forgetting the name of it; but you will remember it, the finest half hour of, what was it called, "I Am the Redman." It was the finest half-hour programme of its kind that has been produced ever and clearly by a man whose consonance, whose feeling of the way the Indian community was concerned was perhaps more highly developed and sensitive than almost anyone's.

The budget was approved in June, 1972, and everybody was thrilled and moving



ahead on it. Then on Nov. 28, 1972, Lew Miller wrote to a man called Dan Crowdis, who, I take it, had some senior management level position. What was he, a superintendent? He was an assistant superintendent. Alas, he has been obliterated but then he was an assistant superintendent. Mr. Miller had received a memo requesting some money for scholarships for some young Indian students at Trent to do some basic work on this series. Mr. Miller says:

My purpose in writing this memo is to record my comment to you several days ago that I do not propose to act on this request until I receive further information about the status of the series. It was my understanding that the proposal we submitted to the management advisory committee was for four half-hour programmes to be completed by February or March, 1973. See Ron Campbell's memo of June 14 to Murray Edwards, with copies to Snowsill, Hemblen and myself [Memo, memo, memo].

It was on this understanding that approval was granted for \$50,000. My concern about the production status of this series was heightened several days ago when for the first time I saw the production cost estimate sheet approved by the general manager on June 2, 1972 (during my absence from the country) [ominous words those] in which some \$32,000 was earmarked for script. How is it possible that the four programmes may be completed within the remaining \$18,000? May I please have a definite report about the production status of this series by Friday noon, Dec. 1?

What is interesting about this is that on Nov. 28, 1972, two years after the conception of this series, yes, two years since the first days, and I have the full chronology—December, 1970, verbal proposal from Tony Snowsill to Ron Campbell for native people series—the head of programming writes that he has seen the cost estimates for the first time and doesn't know how the \$50,000 is to be used.

The people involved on Nov. 30, two days later, obviously in a state of some agitation, write back to Dr. Miller—MacKay, Hemblen and Snowsill, intimately involved in the native people's series, and say:

It appears that some confusion has arisen over the purpose of the budget assigned to the above series on June 3, 1972. It was our clear understanding that the funds allocated on this date were to be regarded

primarily as development money and that, in addition, four units of programming were to be produced.

The chairman of the authority explained the other night the difference between units and hours. So it is quite clear that units are rather less than hours. In fact, in one of the memos the word "units" is written in by Murray Edwards in handwriting. So I don't quite understand how that confusion arose, either, but then I understand nothing of the authority's behaviour internally.

On his copy of Dr. Campbell's memo, Dr. Edwards wrote in longhand, "four units", etc. etc. He said:

An examination of the budget, signed in your absence by Mr. Bowers, provides incontrovertible evidence that it was never our intention to produce four programmes and that we never felt it was expected of us. Only 8,500 ft of stock was budgeted for; about three hours and 56 minutes of film. Using even the most modest shooting ratio, this is obviously a completely inadequate amount of stock to produce four half-hour programmes. At that stage we had not even discussed programme length.

In your memo you say, Dr. Miller—they are writing to you—"How is it possible that four programmes may be completed within the remaining \$18,000?"

This is obviously an important point. The fact is that the budget approved by the superintendent and the executive producer of the adult section, and by the general manager of OECA is clearly directed toward research rather than production. I have a photostat of the original budget. It is clearly directed to—I mean, I can see that and all I have had is a summer at CKFH, I want to remind you! I am really quite flabbergasted.

In view of the misunderstanding over the application of this budget, we have ceased any further expenditure until a common agreement is reached on its purpose. In the interests of clarifying the whole situation, we would like to suggest that you convene a meeting on the subject of the present production status of this series as soon as it is convenient for you. We would further suggest that all signatories to the budget be invited, plus Dr. Campbell and the signatories of this memo.

The meeting never took place. Meetings don't take place at OECA. Memos take place at OECA. Not all the people involved were ever brought together to discuss it.

However, on Dec. 4, D. K. Crowdis, the assistant superintendent, wrote a memo to Dr. D. L. C. Miller which contains some memorable lines. I want to read it to you and into the record.

On Nov. 21, 1972, I penned a memo on the native peoples series with what wisdom I had on the matter at that time. I discussed it with Murray, Ken, Tony and David and with Helven. There was apparently much more to the antecedents than I realized. Since that time I have a chronology of events and documents from the people involved. The result of this is, generally, to confirm my first impressions in that memo which I now send on as a record of how it did appear to me before I began to dig.

Then he explains that the MAC approved the \$50,000 and it is documented by all the signatures.

I have come to the conclusion that the thread running through the events up to now has been that everybody thought someone else was driving. [I will repeat that] I have come to the conclusion that the thread running through the events up to now has been that everybody thought someone else was driving.

I want to point out to you that this is a series on native peoples, in preparation for two years with a \$50,000 budget approved by mistake, apparently, in June, 1972. It is a series which is central to OECA and everybody thought someone else was driving.

In one way or another, on a list going from Tony Snowsill to T. R. Ide, each had a mental picture in which he had some confidence but which was not valid. To say the least, these pictures vary. It is now necessary that everyone have the same picture.

I like this man Crowdis, he thinks in pictures. He is a symbolist.

I really feel, Mr. Chairman, that it is quite inconceivable. It is like the memos I read on the budget preparation. Nobody knows what the devil is going on, specifically, at OECA at any given moment in time.

I really want to read this carefully:

The series began with the praise attending "I Am the Red Man" and Tony Snowsill has been consistent in his insistence that whatever emerges, it is the voice of the composite native and not that of the non-native.

Pointing to the complexity of the task of presenting the panorama of prehistory, and history of groups with widely divergent versions and viewpoints, he enlisted the aid of Dr. Ron Campbell in financing travel directed toward consultation with a variety of native scholars, and in bringing some such scholars together in Toronto.

The word is that agreement among chosen spokesmen is more than possible and will represent those for whom they speak but I have not seen documentary evidence to that effect. I cannot accept that unanimity itself makes for validity and would like some review by scholars of these matters in general. I cannot accept that a Scot's view of Scottish affairs and antecedents is, by definition, objective or correct. "O Lord give us even in small measure to be worthy of the high opinion in which we hold ourself."

I want to tell you, Mr. Minister, that the authority should have a little chat with this fellow and explain to him that the Indians of North America are not the Scots of the United Kingdom, that they haven't had their own historians, and a more gratuitous aside cannot be imagined by a man who is ultimately responsible for whether or not this project gets approved.

It really raises questions, because central to the preparation of this whole project was the fact that over 300 eminent Indian scholars had been involved in the consultative process. Many of them assembled at the Inn on the Park — a goodly representative number of them — and a number of them were contacted all around North America. That kind of—well I don't know what to call it — about the Scots and the Scots' affairs. I'll accept what I know will come—that the series was killed on financial grounds. But I'll never personally be sure any more.

On a variety of occasions Tony has had good reason to believe that he had the enthusiastic support of the executive, David Walker, Elwy Yost and others beyond and outside of the programming branch. He and David Hemblen have been in complete accord although over most of the time he's been functioning as the organizer of content. Ken MacKay has been quite aware of what has been transpiring and understood the same things by expenditures, commitments and budgets that Tony Snowsill did. The three understood that Dr. Campbell understood everything as they did. I'm not surprised at what has happened. I don't have to go into it much further.



Murray Edwards, who was left with this matter by memo of June 14, objected on several occasions to the whole approach to the series, in what he considered lack of safeguards as to content as well as undue haste in executing unformed policy. If there is an overriding interest on the part of Mr. Ide, Mr. Cook or Mr. Bowers in this series, we should be told of it.

I propose to make some assessments of the original intent, the opportunities and hazards of that course, the proposals and content resulting from the work done so far, the priority of this project in terms of our obligations to the native peoples, their aspirations and the effectiveness of this project in serving them, bearing in mind that many of the native peoples of the province have some very immediate concerns for identity, for training and for a voice.

I don't know what that means.

When I am satisfied or when I am instructed I will recommend a course of action by way of proposal or otherwise. If the project is not to be able or allowed to spend its allotted funds this fiscal year, there will be no problem in putting them to other uses in good time before the end of the fiscal period.

Then on Dec. 5, 1972, D. K. Crowdis writes to Snowsill and Hemblen and says, "That's it—everything is suspended. I'm having a discussion with Lew Miller." On Dec. 12, Lou Miller writes to Don Crowdis and says, "That's fine. There have been misunderstandings concerning the objectives for the current fiscal year. Under the circumstances I endorse your decision to suspend further production activities until we have clarified the situation."

So two years after the conception of an excellent series, worked out in collaboration with God knows how many committees, I don't know how much money was spent, how much goodwill was expended and at the end of December 1972 it is killed.

However, it was very embarrassing. There was a lot of money left. So they said to Tony Snowsill, "Surely you can do something. You've got all this stuff—surely you can produce something." Tony Snowsill did. He produced one programme, the name of which I do not have, but would have—

Mr. Ide: "To Walk with Dignity."

Mr. Lewis: "To Walk with Dignity," yes. It was apparently a first-rate programme of

which the authority is justly proud. Dr. Miller was so pleased with the programme that he said to Tony Snowsill—I don't know the private conversation I'm paraphrasing—"Say, Tony, that was pretty good stuff. Can you do more? We are really being praised for this." And Tony said, "Sure, Lew." I guess they refer to each other that way on the fourth floor at least if not on the fifth.

He sent on April 24, 1973, a memo to Lew Miller on native peoples programming and he sent him a development proposal and he sent him schedules and scripts and shooting times and an outline for the Ojibway nation, an outline for Indian women and women's rights, an outline for Indians and technology, an outline for Indians in the movies—a first-rate set of scripts again or script proposals.

Surprisingly enough, no memo came back. The fifth floor was cut off from the fourth floor at that point, until about a week ago Ron Kiest, who is now head of the adult section after Ron Campbell resigned—question, to be answered a week from now: Why were the two assistant superintendents passed over and Ron Kiest brought in? But I am sure you can tell us sometime—Ron Kiest, who is now head of the section, said to the people involved, "Sorry, we have no money. We've spent a quarter of a million bucks on the earth sciences project."

Boy, I'd like a cost accounting of that before the committee sometime. A quarter of a million on earth sciences. "We have no more money left. Why don't you go out and do co-production, find another benefactor and together OECA and X will co-produce it?"

Am I right, David Walker, that you tried UNESCO at some point to be involved in the funding of this project?

Mr. D. Walker (Manager, Corporation Affairs, OECA): The United Nations, not UNESCO.

Mr. Lewis: United Nations? And it didn't work, as I recall.

Mr. Walker: Well, the United Nations had a budget cut when we were ready for the question.

Mr. Lewis: Right, right.

Well, the upshot of this whole process is that a major series on native peoples, carefully documented, was almost totally scuttled, except for one programme remnant, by the



most incompetent confusion internally around money arrangements that can be imagined.

I say to you, Mr. Chairman, that it's not an accident that the documents I have here are not accidental. If it were possible, sir, to bring to this committee all of the documents on the China series and all of the people who were involved in that abortive effort—not just John Labow, but the research assistants and all of those who worked with him—it would stand the hair of this committee on end and the management of OECA would be hard pressed to explain why the China series was finally jettisoned, much harder than the passing reference last Thursday night.

But we'll never have access to all the documents and we'll never have access to all the people. These are the only documents that I have been able to get access to by way of a full story.

I say that it is a crying shame and it is a tragedy that one of OECA's boldest ventures was destroyed by fiscal mismanagement and a lack of understanding. It speaks to the hierarchy, to the bureaucracy, to the lack of contact between the management advisory committee at the top and all of those in middle management who work for them; it speaks again to the central theme which I have been trying to evolve here that underlies the breakdown.

I know that management will say, "We're looking for co-production costs, we hope to go ahead." I'll believe it when I see it. Fifty thousand dollars, 15 programmes planned, everything in the works, a magnificent undertaking in a field which needs it, and we are left with one programme and an administrative shambles.

I have two minutes left and I am going to use them in this way, Mr. Chairman. I have a lot of other material. I am not going to be provoked to use it. It's under something—

**Hon. Mr. McNie:** Well, Mr. Lewis, if I may just interrupt to deal with the one point that you made that we produced one magnificent film and it cost \$50,000.

**Mr. Lewis:** No, I didn't. I am saying the film presumably cost about \$18,000 or \$20,000, or thereabouts, whatever was left of the budget.

**Hon. Mr. McNie:** Yes, well, coming from the field that I came from, it is not unusual to spend \$50,000 producing a three-minute for a one-minute television commercial.

**Mr. Lewis:** Oh, no.

**Hon. Mr. McNie:** Entirely aside from the other points you are making, I just want to see the dollars in the context of something that is productive.

**Mr. Lewis:** Yes, except that I do remind you that in that moment or two when you allowed me to be in the committee listening to its proceedings, I did hear Mr. Ide say that the average cost per unit production was \$4,400. I understand that that can vary greatly, and I don't say the money is misspent.

**Hon. Mr. McNie:** He did give the ranges, if you recall, at that time.

**Mr. Lewis:** Oh, yes, I don't say that the money is misspent.

**Hon. Mr. McNie:** That's right.

**Mr. Lewis:** Come on, I mean that obviously would be ludicrous.

**Mr. Drea:** That would be crazy.

**Mr. Lewis:** All I say to you is that the conception of a major series got fouled up in a bewildering administrative tangle. I don't know how all the people approve budgets, make mistakes in the approval, have to countermand approval, then ultimately have to cut it off; those things don't happen in a serious authority around a project as central as this.

It's heartbreaking to those who work on it, it's suspect that it happens in this one field, and it makes one perplexed about why we go ahead with certain other things through OECA while this splendid effort gets lost.

Mr. Chairman, I come back to what I wanted to say in the two minutes that I was pre-empted. Look—

**Mr. B. Newman:** That was 10 minutes ago.

**Mr. Lewis:** No, I don't think so, Bernie, it was a little less than that.

**Mr. Drea:** Five!

**Mr. Lewis:** I want to state unequivocally that I have a profound commitment to the pursuit of educational television in this province; I believe in it philosophically; as a party we always disagreed with some of the comments that were made by various members of the House about the dangers implicit in educational television.

Number 2, that I do not believe, and have never believed, that the authority is

under political influence. I just don't believe it. If so, it is a bogey of their creation, not of the Tory party's doing.

Number 3, I really believe profoundly that there is something wrong at the heart of OECA, and that the refusal of OECA to recognize it will have long-term damaging effects, and that the resolution read here tonight from the board of OECA is one of the most inept things I have ever witnessed at any committee and I think there are Tories on this committee who would agree. I cannot believe that any group could be so self-congratulatory as to deny all of the issues that have been raised, and it speaks poorly of any optimism one might have for improvement or change.

Further, Mr. Chairman, I profoundly believe that OECA has to be de-bureaucratized; that it is obsessed and fixated on trivia. Further, Mr. Chairman, I firmly believe that the people at the middle management level have to be given their head and that a new spirit of liberation has to enter OECA. Further, Mr. Chairman, I believe, on the basis of all those I have talked with, without and within, that the administrative procedures in OECA need a tough scrutiny and that the financial procedures are still a continuing shambles.

Finally, Mr. Chairman, I truly believe that one of the ways we get to this problem is to ask Mr. Ide on his own to relinquish one of his jobs so that he is not placed in a position quite so invidious and difficult; that the minister should demand that the central management advisory committee be shaken up; that Mr. Ide, perhaps on his own choice, should assume one post or the other, but not both; and that, in fact, you should have some independent people of major stature take a very hard look at the operations of OECA, both financial and creative, in order to recognize how much potential there is and how badly that potential is being served by what is presently taking place within that authority.

That's really all I have to say on this estimate.

**Hon. Mr. McNie:** Mr. Lewis, would you think it fair to add in your summary that there are people of very great integrity and great creativity within this environment that you are speaking about?

**Mr. Lewis:** I'll go further than that.

**Hon. Mr. McNie:** No, but you didn't mention those among them. You made a number

of points and that was conspicuous by its absence.

**Mr. Lewis:** I remind you that the board of directors made 15 points, all of which attested to the creative genius of OECA. It hardly needed me as a counterfoil; but that's beside the point.

**Hon. Mr. McNie:** But you made these other points that you had previously made. I'm only suggesting in fairness that—

**Mr. Lewis:** All right, I won't deny that.

**Hon. Mr. McNie:** Okay.

**Mr. Lewis:** Of course it's true. Look at all the awards they've won. Look how capable they are.

**Hon. Mr. McNie:** No, no; never mind the awards.

**Mr. Lewis:** Of course, I agree with you and I apologize for that. I don't detract from the achievements. But I say that they are on the brink. They've come right to the edge; and either they take hold of themselves now, or the authority will be irreparably damaged.

I don't believe these hearings do that damage. These hearings are but a moment in the life of OECA, and it's how they respond to them which makes the case.

**Mr. Ide:** Mr. Chairman, if I may just respond to one or two things that Mr. Lewis has said.

I've responded from time to time to the major points that he has made, but there was a reference through the research and development section, and I think that something needs to be said in favour of the 10 or 11 people who are working in that area.

**Mr. Lewis:** Many of them are leaving. Harry McLaughlin is leaving on Friday. Somebody else has just left. You're really dwindling in that section.

You don't have a director in that section at the moment; you want to appoint one. It's not as lusty as you convey.

**Mr. Ide:** I'm not, at this particular time, attempting to talk about Dr. McLaughlin. I think that Dr. McLaughlin can certainly speak for himself.

**Mr. Lewis:** Oh, indeed he can. He's a very interesting fellow.

**Mr. Ide:** I want to say something about the work that research and development section



has completed over the past year, some very exciting developments which I think will have major significance for this province.

The first thing, I think the most important thing that the R and D has done is to initiate a project which they call "Operation Index."

One of the major problems that has been faced by people who have been concerned with the visual education media, is how do you find out. What kind of concepts are in a programme and how can you locate them easily and accurately.

So the major project that is being done in the present year, and was initiated in the past year, was to take 200 programmes and in co-operation with library experts from the University of Toronto, with computer people who are knowledgeable in that field, to take 200 programmes and see if they could break them down and to index them in the same way that a book is indexed, somewhat a similar way that a book is being indexed.

This particular project has been fought through by the National Research Council, it's being fought through by the Open University in Britain, it's being presently studied by the Smithsonian people in Washington.

But I think that the OECA, at the present time, is the closest to solving the problem of any of these organizations. I was recently approached by one of the consultants for the National Research Council project and his suggestion was that we should combine because he felt that the OECA had made a significant breakthrough.

This breakthrough was occasioned by the talent of one individual in that branch by the name of Robert Tilroe, and I think it's a major step.

So, if we are talking about the number of telephones, or the number of radios, or the number of televisions in a home, I think we should also talk about the major step forward that has been made in indexing the materials in the various programmes.

Another project, which we're calling "Operation Access," and which has been under the direction of—

**Mr. Lewis:** "Operation Access."

**Mr. Ide:** "Operation Access" which has been under the direction of Mr. Waniewicz.

**Mr. Lewis:** Which is the programme where you send your material to Bermuda to be analysed? Who is it that it is sent out to Bermuda to be analysed?

**Mr. Ide:** I don't think that was really associated with the two studies that I really wanted to concentrate on because I think it's only fair, Mr. Chairman, if you take one or two studies and you speak very critically about those studies, to see the whole picture in perspective, that you should take one or two studies on which a major achievement has been made.

Essentially the idea in "Operation Access," is to take the results of what we've done in the indexing, in the classification process, and place this on a computer programme and then code this in a certain way, go through the various calendars of the colleges and universities, which also contain in their description of their courses the name of the individual who is teaching those particular courses, code that descriptive material in the same way that the index material is being coded, and then have, in a sense, a matchup.

So that instead of sending out people reams and reams and reams of material which may be relevant or may be irrelevant, most of which is irrelevant for their particular interest, you'll be able to say to Prof. Smith at York University, or to Mr. Jones at one of the community colleges, that, "It appears that the following material that is contained in the OECA library could be of interest to you in your particular course."

I think that this is going to bring a great deal of satisfaction to the people who have been responsible for its development. I think it will be a service to the people of this province. It will eventually be a service to the, I think, larger community outside the Province of Ontario or throughout Canada, and probably the North American continent as well.

In addition to this—

**Mr. Lewis:** Mr. Chairman, may I—

**Mr. Ide:** Yes.

**Mr. Lewis:** —just say, I really want to avoid tangential stuff because—

**Mr. Ide:** Yes, okay.

**Mr. Lewis:** —I must say to you that I was almost tempted myself to deal with the operation classification because there are many people at OECA who think that there is something odd about the six people working under—

**Mr. Ide:** Mr. Tilroe.

**Mr. Lewis:** —Mr. Tilroe, running around, clipping out sections of tape and gradually



classifying them. They wonder whether it couldn't have been done by a computer relationship at the classification end—not at the access end.

**Mr. Ide:** Yes.

**Mr. Lewis:** And they would question very strongly, as would I, the whole research development of this particular programme and its rationale. So I am just not impressed with the whole R and D. I've asked about every bloody study they are doing, read as many as I can, and including the project classification and access; and I really say to you, sir, that I think we are probably on stronger ground, if you want to discuss some of the central things. If not, so be it; but I am happy to let it lie. It's up to you.

**Mr. Ide:** Well, what I have really wanted to indicate, Mr. Chairman, was that you can't look at one particular project in isolation. I think that you have to look at all of the projects. Some of them may or may not be useful; but as long as most of them are useful and if we can make major breakthroughs.

We have had people from the open university who have been over to look at our particular system and who have indicated that they want to adopt it for their own. So maybe people are running around and clipping out pieces of videotape, and this may not seem relevant to you, but the information is being computerized. But before you can produce a meaningful computer programme, you have to be able to do the thing manually first. But I would agree with the comments of Mr. Lewis, Mr. Chairman, that I would be happy to avoid tangential incidents; and we can talk, therefore, to the main questions.

**Hon. Mr. McNie:** How about the Indians?

**Mr. Ide:** I am not aware that the native people series has been cancelled. I will ask for a report on the native series, but it would be—

**Mr. Lewis:** Good, I am glad to hear it.

**Mr. Ide:** —obviously not appropriate for me to comment on something about which I am not fully informed. As far as I know, the series has not yet been cancelled.

**Mr. Lewis:** Well, they have been told there is no money for it, I don't know what that means in terms of cancellation. However, forgive my presumption.

**Mr. Ide:** Yes, all right.

**Mr. Lewis:** I think it would be useful for the chairman and chief executive officer of the authority to be informed about the native people's project.

**Mr. Ide:** One other thing that I might add, Mr. Chairman, is that if anyone can find a reasonable way to lighten my load, then I would welcome this kind of a step. Looking at—

**Mr. Lewis:** No decrease in salary intended!

**Mr. Ide:** That's right, no decrease in salary!

**Mr. Chairman:** Mr. Nixon, please.

**Mr. R. F. Nixon:** Just before I begin my brief remarks, can you advise me what the procedure is when we hear those bells ringing? Do we just ignore that?

**Mr. Chairman:** We expect someone will come and summon us.

**Mr. R. F. Nixon:** Some one will come and summon us.

**Hon. Mr. McNie:** We hear them down here.

**Mr. R. F. Nixon:** I have felt particularly unhappy and personally sad at the spate of serious criticism that has been made public in recent months about OECA.

I remember when I had the great honour of being designated education critic for the Liberal Party in 1963, bringing to the attention of the then minister, the present Premier (Mr. Davis), the backward approach of Ontario in educational television, and spending a considerable period of time comparing the efforts of other jurisdictions, mostly American, although we had literature from a number of other foreign jurisdictions as to what was being done with what certainly was then rudimentary technology.

One of the states — Iowa, I think — even hired a plane and broadcast specific programmes to their rural schools because of the shortage of teachers—which was then an important aspect — so that they could get mathematics and so on into these small schools that were not adequately served by properly trained teachers.

I can remember also making the most impassioned speech that I could make about the need for education research. At that time there wasn't anything going on. We had some teachers' colleges — I think they

were still called "normal" schools. We had one college of education, which was very distantly related to a university, but essentially they were strictly trade schools without any possibility of degrees in education at all. I remember also mentioning that certainly for at least our major university, the public university at that time, the University of Toronto, that we ought to be establishing a library facility into which our funds would be concentrated and which, through modern technology, could share its services with the emerging provincially assisted universities.

And when I look at what has happened — not that I was the author of some of these extravaganzas — but at least I was among the first to point out in this Legislature the need for them — we find that now we have the Robarts Library, we are not here to discuss that at this time, that we have the Ontario Institute for Studies in Education, and we are not talking about that specifically, and that we have educational television.

They all bear the marks of the same, I wouldn't say fine hand, but I suppose I might as well for want of another word. Once the idea took root, it grew without any rational control whatsoever, as far as funding was concerned. I don't suppose there is an educational research facility anywhere in the world that is based on the idea that if money can buy it, we will buy 20 of them, as is the basic philosophy of OISE, and there is some other criticism.

Educational television has suffered from the same sickness—too much money and too great an expectation. And when I look at the budget that has been available from a very small start, I just think that we should have predicted the problems that have been surfacing in recent weeks.

My next, I suppose, connection with ETV, as it then was, was a Mr. Yost, who was working on a—

**Mr. Lewis:** Shoestring! Remember him, before he was engulfed?

**Mr. R. F. Nixon:** Right! Fine fellow, working on a shoestring. He would come to the opposition office and say: "My God, don't let this get into the hands of government control and funding, because all of the healthy, poor, as far as dollars are concerned, initiatives that we have brought forward through the CBC, all the radio programmes and other programmes, will tend to be submerged."

I remember listening to him and being so impressed with the guy, personally, but I couldn't agree with him. I just felt that what had been accomplished was fine for a while, and maybe it would continue, although, obviously with his strength in this regard he would never have been a part of it.

I had a high regard for his opinions, but I couldn't agree with him, because I felt that there had to be something associated with our formal educational programme. It was time we really got off the spot and funded something which would have some specific services.

I used to ride two or three hobby horses, which even just last week the Minister of Education (Mr. Wells) shot down. French education was one of them. I used to say that surely with educational television we can take the advantage of the main thing that's needed, and that is a good teacher, and there are not very many good teachers of conversational French who really get through to pupils in the lower grades.

You can find a few good teachers and put them in every classroom in the province, if you want to, if you've got a commitment to do so. And if you have, we believe that you should. Even if it's for 20 minutes a day, the little gal who is the teacher in the classroom will learn French along with the kids, and perhaps you can accomplish great things.

I remember we talked about expanding French into adult education. Even then that was a very catchy phrase. We all thought it was going to be so extremely useful. I think, essentially, that while we all like to watch educational-type films, that it has been a flop everywhere.

It's seriously falling below the expectations of politicians and other visionaries, everywhere, not just here.

Then I can remember a dark-haired gentleman being ushered in—I saw him under the galleries — and the announcement was made that we were going to go forward. We had a person who really knew how to teach, which was true, who was going to head this up, and really, I should probably declare what almost amounts to a conflict of interest, because at the time I took a job teaching upper school science in Sault Ste. Marie, I had already heard of Mr. Ide — almost Mr. Chips; not quite — from Port Arthur as it then was.

**Mr. Lewis:** A Doug Fisher recommendation!



**Mr. R. F. Nixon:** I had heard of him and then I became a working member of the teachers' union and we came down to Toronto, the OSSTF and here I actually met this Mr. Ide, and I must say that I had a great deal of respect for what he did with OSSTF and had a good deal of personal affection from those days, as everyone did who was associated with him in OSSTF.

Then he came into this position, and I have wished him well, and of course I continue to do so. Any criticism that is inherent in my remarks directed against him and his administrative staff and his projects and his expenditures—I suppose this is a bit far-fetched, but—must be directed back to the overweening concepts that were the basis of this programme, as well as a number of these others which were fathered by the present Premier and no other. It was the idea that in this province we have unlimited funds, and probably some sort of a special initiative that nobody else shares. Maybe there was a time, on a few small projects, when that was so.

But it turns out that these programmes, the three I have listed, and there are others, all bear some kind of a bloated sickness which is not associated with the administrators, but somehow that concept, as I mentioned before, that if money can buy it we'll have 10 of them and they'd better be the best and they will be housed in the best and they will be ballyhooed with the best and they will be made, not in the direct insidious way, but probably in the direct public way, arms of capital "P" Political engineering.

So, with that background, I should say that from what I have observed from my position—which does not involve walking up and down the halls of OECA and talking to the employees in situ, if that is the right phrase—I am convinced that the organization has a very serious malaise and that the first symptom was a glut of money which those people in charge of it, it was their job to see that it was spent somehow. To think that we have actually been pumping \$14 million a year, or let's say \$10 million to \$14 million into this, it really is amazing the way we have force-fed this infant, and no wonder that there are those, not entirely objective, who feel that the growth has been abnormal in some of its appendages.

I suppose I offended some people—and I don't think there is any supposing about it—when I suggested in the Legislature—and it should have been more than that, but I don't demand. I am not really in a position

to demand anything—but when I suggested that OECA should be placed under the trusteeship of a government department.

**Mr. Foulds:** What does that mean?

**Mr. R. F. Nixon:** It means that the decisions of this organization are removed during the period of the trusteeship and made by someone else who is directly responsible to the people who pay the bills, and that is the Legislature, and through them the people of Ontario.

**Mr. Foulds:** So you want to increase—

**Mr. R. F. Nixon:** That is correct.

**Mr. Foulds:** —the political influence.

**Mr. R. F. Nixon:** Not at all.

**Hon. Mr. McNie:** That is the first time I have ever heard you as a straight man.

**Mr. Foulds:** I will reverse roles shortly.

**Mr. R. F. Nixon:** It seems to me that this business of political influence and lack of political influence easily deceives naive people. The idea that it is going to be set away in some sort of an inviolate corporation is deeply misleading and it's the same with Hydro. The NDP are, at least some members of it, I think are misled in that as well.

**Hon. Mr. McNie:** And the CBC!

**Mr. R. F. Nixon:** All right. That's true, We can talk about the CBC. It seems to me that if there is deep personal and public concern for the management and the fiscal affairs, that is the time when the person who does not have the protection of that inviolate separation must take the responsibility and be answerable publicly to the people who pay the bills.

The thing that really convinced me of this was the report given at the public accounts committee. I am not a member of that committee, either. When I read the words attributed to the representative of the Provincial Auditor, and discussed it with the chairman of the public accounts committee and others, that is when I felt that the situation was more serious than I had thought.

People very close to this have said that criticism of morale destroys the morale, and that is true. But it is surely my job and our job to put forward the facts as they are and perhaps the public impression as we see it. Maybe we have got to share that responsibility a little bit.



Frankly, I feel that the OECA is in very serious trouble indeed and I am not suggesting a wholesale house cleaning of the top management. But a separation of powers as has been suggested and would be acceptable is probably a very smart thing for the people there to consider. There is no doubt about that. I would think that everybody would probably accept that with a certain degree of relief.

**Hon. Mr. McNie:** May I ask the Liberal leader a question? This has no reference to the minister's role but would you say that the OECA is in more difficulty today than it was a year ago having regard to the various criteria—finance, morale, creativity and such?

**Mr. R. F. Nixon:** I am not aware of that. Let's say public difficulty; public difficulty, yes. In return I would like to ask the minister a question because I have felt, from what I have gathered in this discussion, not only tonight but previously—

**Hon. Mr. McNie:** Are you not prepared to answer mine? I am just wondering?

**Mr. R. F. Nixon:** Yes, I am. I would say that publicly it was in no difficulty last year; or a very peripheral rumoured type of difficulty. But now it is very public indeed and, as a matter, the very publication of it might be to some extent an exaggeration.

I don't know how we can decide where the truth lies because we can't set ourselves up as judges of anybody's reading of this, except that there are two areas of responsibility—Mr. Ide's and, basically, the minister's. I would like to ask the minister something: Is he satisfied with this? Or is he not searching his mind for some way to set this house in order?

We are talking about, this year, \$13 million; last year it was \$14 million. It's a tremendously large budget. I would like to ask the minister, and I don't want an answer right now, because I'd really like to finish before we go up to vote.

**Hon. Mr. McNie:** Just very quickly, I just want to give you the same answer—it is a matter of record in Hansard—that I gave Mr. Lewis a few minutes ago; if you would care to abide by that answer then I could save time by not mentioning it again.

**Mr. Lewis:** I forgot what you said.

**Mrs. Campbell:** He is concerned.

**Hon. Mr. McNie:** Simply, my indication was that I felt this was the appropriate place to hear what you had to say and also to see how the board had, first of all, responded.

**Mr. R. F. Nixon:** Okay! It could be that this committee is a forum for the kind of searching investigation that Mr. Lewis has undertaken. I have listened to this story about the Indian deal and the rest of it. When he finally came around to the point where somebody up there said, "My God, that is a good programme. Have you thought of doing others?" Well, who am I to say that he made it up? Nobody can make up a story like that. If that is characteristic of what goes on up there, you are in terrible trouble.

**Mr. Foulds:** Not even a person of the creativity of the leader of the New Democratic Party could make up a story like that.

**Mr. R. F. Nixon:** He tells a great story, there's no doubt about it.

**Mr. Foulds:** It's documented.

**Mr. R. F. Nixon:** Now, whether this group—I suppose we could as well as any other group—could go into all of these programmes and have Mr. Ide and the other people from the organization—whose letters I always get confused, as you know—defend it and have the minister sit by as kind of a big defensive gun that may or may not be brought into play. I don't know, but this is not going to be terribly productive. If you think everything is all right, then as far as they're concerned and the Treasury Board is concerned, everything is all right. It becomes a political issue and we march up and down the province saying, "My God! we'll tell you another ETV story."

**Hon. Mr. McNie:** I might say that the one thing that we didn't conclude—

**Mr. Lewis:** And there are some stories!

**Hon. Mr. McNie:**—that someone might have concluded, is that there be too many memos written. There are other considerations that are more important than this one.

**Mr. R. F. Nixon:** All right. I would like to go back and take another shot at it from a very personal basis. Like Mr. Ide, I used to teach science. Every now and then, when there was a great surge of activity, I would send down to Toronto for a film and I would try to associate it. I taught a lot of biology and we'd get the film on the amoeba and all this stuff. You'd have a sound projector

set up, a very expensive machine, costing maybe a couple of hundred dollars, and a screen. The film would arrive and you would arrange your course so that you would be teaching the amoeba. Then you'd say to somebody flick the switch, and here's this damn amoeba crawling around, and the very best full colour sound picture made from any source that you wanted. You could get it on any subject, even political humour if you really wanted it.

**Mr. Drea:** Certainly conspicuously absent tonight!

**Mr. R. F. Nixon:** Well, I see that you're going to remedy that as the night goes on.

**Mr. Drea:** No, I am just listening.

**Mr. R. F. Nixon:** Okay, this was a pretty good service. Admittedly, I had to write a letter and get the thing and so on. I used to think, my, wouldn't educational television be great. I'd flick a switch and here this picture would come on, really teaching my lessons for me, and I would be able to use that very well. But certainly you all know, and this has no doubt been discussed before, although maybe it hasn't, it just simply doesn't work that way, because when I am teaching my biology class, that is not the time that you people are broadcasting the sex life of the paramecium. And so it is useless to me, unless my—

**Hon. Mr. McNie:** Would you spell that please?

**Mr. R. F. Nixon:** — school is equipped with either cable reception or all the rest and can make tapes. Then I'll go down and speak to the lovely girl in the office and say, "Listen, will you tape this please, then send it up to my room?"

Really there's so much to be said about this. The cost of that type of real utilization of the programmes that are available in a classroom situation is simply just out of this world. We've got our own television sets in every room in our school system in Brant county. And the chairman knows full well—

**Mr. Chairman:** Saved by the bell!

**Mr. Foulds:** That was an unusually partisan comment, Mr. Chairman!

**Mr. Lewis:** Finish up.

**Mr. R. F. Nixon:** Anyway, the chairman knows the complaints about costs associated with this. We've got these television sets

on these great things, on these great stands with big rollers, and they're all over the place. We've got equipment, the best that money could buy, and 10 of each of them. As I have said before, just a complete waste of money, in my opinion, compared with what is really useful to the teacher, in that you can get a film and that it will be directly on the subject you want to teach.

You people are remedying that, because I think you've got some sort of a thing whereby tapes are made and are sent out and we can show those through the transmission facilities. Whether or not that's better than the sound projector, I'm not at all convinced. It seems to me that the function of ETV for classroom education is extremely limited, if not non-existent, under the present procedures.

I'm not done, but if you want to vote we may defeat the government upstairs.

**Mr. Chairman:** We will proceed to vote then and return as soon as the vote is over, please.

**Mr. Lewis:** Unless the House adjourns.

The committee recessed for a vote in the House at 12:05 o'clock, a.m., and resumed at 12:35.

**Mr. Chairman:** Mr. Nixon, I cut you off in full flight. My apologies!

**Mr. Drea:** Give us lantern slides of early days in the Soo.

**Mr. Laughren:** I think you've got him; I think you got him on that one!

**Mr. R. F. Nixon:** Well, now that we have settled the course of legal affairs upstairs for the foreseeable future, I was saying that I have my doubts as to how effective ETV is going to be in the classroom, except through the provision of tape programmes which are almost identical in concept with the sound films which have been available since the beginning of time, since the time when Mr. Ide was maybe using them.

**Mrs. Campbell:** We said that long ago.

**Mr. R. F. Nixon:** And I don't really see any tremendous improvement in this connection since the old audio-visual centre was probably funded for the grand total of probably \$85,000 to \$90,000 for a full year's activity, including the acquisition of copies of films produced by any jurisdiction in the world that was producing films of an educational nature at that time. Copies were made of popular films, the ones that were

useful in instruction, and distributed that way.

So I think that having spent these tremendous funds over this period of time, that as far as classroom instruction is concerned, we are not far advanced, if advanced at all, in what is actually usable to the classroom teacher. I am sure there are specific and important exceptions, but for the kind of instruction that I am thinking of, I doubt very much if the broadcast method of educational television is of any great function.

As far as the community service is concerned, the concepts of the films that have been described here and the ones that have received such international accolades deserve a lot of credit and are excellent. But this brings me to the Philistine part of my speech.

I am not sure whether you are aware that up until 1934 we had an Ontario Film Board. It was generally accepted as having established considerable excellence. It was quite a breakthrough that the province had voted funds for this purpose, and I know for a fact that when the government changed in 1934, as an economy measure and probably because the new administration didn't appreciate the value—really, the historic value—in those times for what was being done, it was cut off completely. All the employees—think of this—were fired out of hand.

I can recall, as a politician, going around the province and having elderly gentlemen coming up to me and saying: "So you're Nixon, eh? Your father and his pals fired me in the depths of the depression simply because"—

**Mr. Drea:** Oh, no. It was Mitch Hepburn.

**Mr. R. F. Nixon:** Would you throw him out or something, or give him another cup of tea?

**Mr. V. M. Singer (Downsview):** It is a sinister plot.

**Mr. Foulds:** A banana!

**Mr. R. F. Nixon:** Okay, anyway this is what history was and some of the very top people in the Ontario Film Board, if that indeed was its name and I'm not sure what its name was, did go and get employment elsewhere.

Actually, it was far ahead of its time in the commitment of dollars and everything else, because the National Film Board didn't become operational until what year—does any-

one remember? There was a very good documentary on the National Film Board and the gentleman that established it just a couple of Sundays ago.

But I doubt very much if they could have moved directly from the position vacated in Ontario to the National Film Board.

I'm making a point, a red-necked point now, that while these programmes are excellent, we have a national organization funded by Parliament, funded by the taxpayers already, who surely to God ought to be doing programmes on the historical aspects and the development of the ancient and modern and future Indian culture. I think it's just great that we're doing it, but I am concerned about the \$14 million and last year's \$14 million and the year before that \$11 million, or what ever it was.

To tell you the truth, I think we have an overlapping responsibility and that if ETV is going to be an educational arm, then I think the biggest emphasis ought to be in classroom education, and that we tend to mislead ourselves just a bit when we put emphasis on education in the broader sense and in the community as a whole.

I have substantial doubts about that, now; and I don't feel that it is necessary for us to support the contentions of the Minister of Transportation and Communications (Mr. Carton) in his statement in the House, that Ontario has to have a new and expanding role in broadcast in the province. It's an interesting one, certainly; but it is viable only if we are prepared to continue making huge and expanding commitments so that we have the kind of programmes, which in fact we can put over our new and expanding television network.

I have no great concern, nor position, although perhaps if I looked at the fine print our party has a well established position in this regard, with the growing argument between the provinces and the government of Canada over who has jurisdiction over broadcasting. All I know is that we have a CBC and we have a National Film Board; and they have a national commitment, national funding, and a national panel of critics and a national audience; that I, for one, do not feel that we in Ontario should continue the expansion through ETV into a similar, in fact, overlapping responsibility in the name of a special provincial responsibility.

If it can be a strictly educational adjunct, as I believe it must be and as I believe unfortunately it is not at the present time;



then my support for ETV, originally and still, is on that basis.

I'm not sure just what we should do about this problem. If the minister is not concerned about it, then I'm concerned about the minister.

**Hon. Mr. McNie:** May I assure you that we are concerned, and may I also say that I am listening with a great deal of interest, because as I've indicated elsewhere, our policy field is examining some of the very same dimensions you are addressing yourself to? We welcome a position taken, not only by your party but the other party, because it can be extremely helpful in determining what role OECA is going to play in the future.

I would like to be able to lean on the film board, but if you've been keeping in touch with the film board's problems in Ottawa, they have been having some no little problems because of lack of sympathy or lack of empathy on the part of what are described as mandarins who don't want to see them doing creative things with the money they have, or any more money made available to them to do the creative things you are talking about.

**Mr. R. F. Nixon:** I'm not really aware of that—that's an interesting point.

**Hon. Mr. McNie:** The CBC and the film board have a running battle.

**Mr. R. F. Nixon:** I am hardly in a position to even say what the goals ought to be, but the problem that faces all of us now is part of the general political problem which is of great interest to us, of course.

But if we could put that aside for a moment, the minister could very well say: "This is a serious matter", and he does not necessarily have to indicate lack of confidence in anybody. He could say: "I want to refer this matter to a royal commission. Let's have a university president, and Patrick Watson as somebody suggested, and an accountant sit down."

I think that would be a very bad mistake indeed, because I don't think that we are prepared to have three people establish what's wrong with this and what it should be in the future. I don't know, I just think that might very well be a waste of time. We could, in fact, continue this committee hearing for a good long time and examine in minute detail, perhaps for several weeks, the cost allocations, and interview a good many more people independently. We could hire some people to do some reviews for

us. I don't believe this committee can or should do that.

The hon. member for St. George, my colleague, has suggested that the whole matter might be referred to a select committee of the House, similar to the ones that have been established more and more frequently over the past three years, to take, in the public interest, an investigatory role and to make recommendations to the House and therefore to the government—that might very well be an alternative.

**Mr. Foulds:** After the Camp commission recommendations with regard to the select committees are implemented.

**Mr. R. F. Nixon:** If the minister would do that I think that would be quite acceptable. But the solution lies with the minister and it's got to be a strong one. I don't know what it is.

**Hon. Mr. McNie:** I think we are one of the ministries that are involved. You made reference to a statement by another minister in the House on the subject, and that just happens to be one of several ministries that are involved in one way or another. While we have a primary responsibility here, there are also other ministries—the Ministry of Community and Social Services is looking at OECA, perhaps a little more closely than they have in the past — the Ministry of Health and certainly the Ministry of Transportation and Communications. But the whole—

**Mr. Lewis:** What, are they doing therapy?

**Hon. Mr. McNie:** I can't speak for the Minister of Health or the other ministers—

**Mrs. Campbell:** What do they have to do with these people?

**Hon. Mr. McNie:** —but the fact is that we are looking at it in a global sense. We are also looking at it in the context of what's happening across Canada. As other provinces are approaching this, we may, and I emphasize the word may, not have made as much progress as we should have since you first suggested this back in 1963.

**Mr. R. F. Nixon:** They made more progress in one sense than in my wildest dreams I ever thought was possible. That progress is in the commitment of dollars and the building of plans.

**Hon. Mr. McNie:** On the other hand, I might say that one of the things is that I am learning a good deal during these esti-

mates myself, as we inquire into some of the ramifications. For instance, Mrs. Campbell has touched on the inadequacy of some of the facilities and the fact that they have been renting facilities outside, which I think has been very commendable. They could have had much more luxurious premises than those that have been referred to from time to time.

**Mr. R. F. Nixon:** It is most amazing restraint that you haven't.

**Mrs. Campbell:** Well, \$500,000 for a studio that you really can't produce anything in. Now that's restraint.

**Hon. Mr. McNie:** Well there are a lot of costs. If you have had much to do with television production you would know what kind of costs can be incurred in producing—

**Mrs. Campbell:** One thing I am really deeply aware of is the television motion picture—not the videotape or the satellite.

**Hon. Mr. McNie:** But there are some very considerable costs involved for one reason or another, some of which have been touched on here today—

**Mrs. Campbell:** You usually budget before you get into the—

**Hon. Mr. McNie:** —others which haven't, including the number of people you have standing by. But I want to assure the Leader of the Opposition that the whole subject is being thoroughly investigated and without, if I may use a corny expression, any holds barred.

**Mr. R. F. Nixon:** If I just have two minutes remaining—

**Mr. Lewis:** I think that's fair.

**Mr. R. F. Nixon:** I would think that under the circumstances and considering all the people involved this business is going to land in the hands of the father of the system, and that is the Premier.

You know, he has got to have a lot of concern for it, and while I'm perhaps not prepared to be directly critical of anybody other than the political person involved, I can be directly critical of the minister, that while you give me your assurance that no holds are being barred, I haven't got the feeling that you are prepared to take the action needed in this connection.

It may in fact be quite distasteful. It might, in fact, be the establishment of goals

that are a bit more realistic than those that have been established; it might be the halving or even the thirding of the budget, so that we have it down to an operation which returns to some rationality directly connected with the educational system. It may involve the Premier's decision that educational television in an independent authority, if it has not been in some respects a failure, is at least in circumstances that require a bit more fathering before it is put out finally with a huge budget under its complete, independent direction.

I have felt in many respects that the organization is a bit more defensive than it need be. You may recall comments erroneously reported, but attributed properly to me, which were responded to with all guns blazing in the 8 o'clock news over CFRB where the reporter there didn't check it with me and he didn't wait for the "Our Mistake" addendum in the Globe and Mail. And, you know, I'm not offended by that at all, other than it—I guess I was offended, just a bit; in fact it burned me, it really burned me; it did, yes!

**An hon. member:** What did?

Interjections by hon. members.

**Mr. R. F. Nixon:** Well, you never would, you never would.

**Mr. J. E. Bullbrook (Sarnia):** That's true.

**Mr. R. F. Nixon:** So I think perhaps what will happen, Mr. Chairman, is that there will be an attempt to set this straight, that there may be a division of responsibilities, that there may be a cutback in staff and probably a realignment in responsibility.

I would like the goals for ETV to be established publicly by a committee. We used to have an education committee in this Legislature and we don't have it anymore. I am not sure what its present configuration would be. But I would like to see the goals and methods of attaining those goals for ETV to once more have a public discussion and establishment by the Legislature, with the leadership of the ministers concerned.

If any changes in the administration are necessary, I suppose those can be taken by executive order. I still feel that the day-to-day administration of ETV should once more come under direct public surveillance and day-to-day questioning in the House until this matter is, to the satisfaction of all of us, re-established on an even keel. I accept from the minister his statements that he does consider that ETV does require some strong corrective measures. He has not indicated in



any way what those would be. I feel that the concern for the whole community has been strongly expressed by members of this committee during the hearing so far and that it will continue.

Hon. Mr. McNie: I think, Mr. Chairman, that one of the things that perhaps the Educational Communications Authority hasn't done as well as it might do is communicate, but this is, I think, natural enough. Perhaps under the circumstances, as Mr. Lewis said, there seems to be down deep something of a fear of appearing to be responding unduly to the government; even though, as he was kind enough to say, there is no evidence or indication that the government has been leaning on the OECA in any way.

The fact is that I've been discovering in my own surveys—shallow as they may be according to normal statistical sample standards—that a great—

Interjection by an hon. member.

Hon. Mr. McNie: —many of our members here know damn-all about what is being produced by the educational television authority. We would welcome an opportunity to acquaint them with the quality of some of the product, and I suggest that this is not incidental any more than the amount of money you are referring to. I don't happen to think that \$13 million is necessarily too much. I think that what we have to look at is what, as you say, are the objectives of the OECA and our expectations, and what it is going to cost to realize them.

I think that \$13 million in the context of the amounts of money that are being spent on elementary, secondary and post-secondary learning are very nominal, without minimizing the \$13 million in any way.

I think that this is the kind of equation that we have got to concern ourselves with. This isn't an absolute figure that we can say it is too much or too little and can be replaced by projectors and screens and black curtains on the windows.

There are new dimensions, with satellites and other things that have been discussed here earlier in the hearings by Mr. Ide, and I don't think we can ignore them.

If you are around, and my suspicion is that you might be around, you are going to be quick to point to the fact that we are neglectful if we don't explore some of these dimensions. We are going to be exploring them and continue to explore

them, with other provinces and with the federal government.

Mr. Ide: Mr. Chairman, if I might just make one or two remarks in response to some of the comments of Mr. Nixon.

I can remember the film days and I can remember the problem of darkening the rooms, and I can remember the convenience of film as compared to the convenience of broadcast television.

I can't really disagree with the comments of the Leader of the Opposition in terms of the difficulty of utilizing broadcast television in a classroom, particularly where the schools are on rotary systems. Of course, it was with this recognition in mind that we did develop the videotape distribution service.

I think one or two things need to be recognized about the videotape distribution service with respect to film, and one is that it is substantially cheaper. At 10 cents a minute, plus the cost of tape that means \$15 for a 30-minute programme, in comparison with the present rate in film of around \$275 to \$300.

So that when you consider that we now have a library of some 5,000 to 7,000 programmes, and when you consider that it is likely that the National Film Board have agreed in principle to join with the OECA and to make their film materials available through this to the school, I think there will be a substantial financial saving.

Now whether the dollars reside in the budgets of the Ministry of Education or the Ministry of Colleges and Universities or in the OECA, I think is incidental. What we really have to count is the number of hard dollars involved and how much it is really going to cost the taxpayer.

So I am obviously supporting the development and the use of videotape. I think there has been a substantial change as a result of the introduction of OECA into the educational field in terms of the production of materials. This year we had about 75 per cent Canadian content on videotape being utilized in the schools—and when you compared it with film, about 75 per cent was American. Now whatever other problems that the OECA may have, I think that is rather a significant achievement to have made that particular switch.

With respect to the other problems and the question of public confidence and the points that have been raised by both Mr. Nixon and by Mr. Lewis, I think that ob-



vously they have been raised out of genuine concern for educational television and the use of technology for the best interests of our society.

I think that any organization would be foolish to shut its eyes to these particular allegations. I happen to believe that they are exaggerated and I have made that particular point from time to time during the discussion of the estimates. But, on the other hand, I may be wrong, and I don't think that a personal investigation by the chairman or the general manager, or whoever it may be in the organization is, the necessary answer.

In other words, I think that the organization has to get an independent look. Whether it is from somebody who is familiar with the communications media or whether it's through a group of consultants, I don't think that at 1 o'clock in the morning after some 11, 12 or 13 hours of discussion, I should attempt in any way to commit the organization.

But I do think we have to satisfy ourselves, quite apart from our intuition. My intuition is that the charges are exaggerated, and my intuition is that if you should walk through the halls of the OECA you would find it a pretty healthy place to be. But intuition can be wrong and I think that we have to recognize that fact.

Certainly, I am prepared to recognize it, and I am prepared to search for some kind of an individual and separate and objective assessment, which I would be certainly prepared to submit in a report to the minister and to lay before the social development committee. The report may confirm the critics' view, it may confirm my view or it may show that the problem is somewhere in between. But I think that it is necessary for our organization, for the health of our organization, to come to grips with the problems and the criticisms that have been raised here today.

I don't think we can do it by sort of contemplating the navel. It's got to be done through the involvement of some outside organization which will automatically earn the respect of the public—in other words, the integrity of whoever is going to do this study would have to be recognized.

**Mr. R. F. Nixon:** Might I just add, before you continue: Would you think it an infringement if, in fact, that investigation were established and the personnel selected by the minister, who has a direct responsibility to us?

**Mr. Ide:** I think that's a difficult question to ask me because I'm responsible to a board. I would think that to make a statement like that in committee would be inappropriate for me. But I certainly am quite prepared to recommend to the board that the selection of whoever is going to make this particular study be done in such a way that it can earn the confidence of the public as represented by the Legislature of this province.

**Mr. R. F. Nixon:** I think that what you have said is a very important thing indeed, that you have mentioned your intuition. To be frank, my intuition is that there has to be some kind of improvement, I am not sure what, and that what may have happened is that all of a sudden the community has this intuitive feeling that there is something wrong and that we are funnelling a lot of money down some kind of rathole. If you, in your double responsibility, are going to take the responsibility also of determining who is going to do the investigation, then the person or group would have to be of the type that would automatically command public confidence. That's quite possible. I think that that is the right line of thinking and reaction. I think that that's good.

**Mr. Chairman:** Mr. Laughren.

**Mr. Laughren:** Thank you, Mr. Chairman. I shall not be lengthy and I shall attempt not to go over material that has been covered in such detail by other members of the committee.

I was struck by a phrase that Mr. Ide used a minute ago. I thought it described the resolution that Mr. Mills read beautifully, and that was contemplating your own navel. When that resolution was drafted I am sure that's what the board of directors were doing.

I think I must disagree most strongly with the members of the Liberal Party who suggested that the authority should be leaned on or put under trusteeship of the ministry.

**Mr. Lewis:** That's right. We don't agree with that.

**Mr. Laughren:** I can tell you, Mr. Chairman, having spent three weeks in this room with the minister and his officials, putting the OECA—to which I have a commitment to see continue and grow, and indeed to have more expenditures than it has now voted by the Legislature—under the trusteeship of the ministry—and I don't want to be unduly kind or exaggerate what I would see as the problems—would be akin to putting Dracula

in charge of the blood bank. I really do believe that only harm would come if OECA was put under the trusteeship of the Ministry of Colleges and Universities.

There are a number of reasons I think that. Some of them are internal and have been detailed, I think, extremely well, particularly by the member for Scarborough West. There are other reasons, too. I can tell you that when I say I have a commitment to educational television—I shouldn't say educational television, because I do think there has been somewhat of an over-emphasis on the television aspect of OECA. Before we are through this evening I would like to hear from the chief executive officer just what the relative evaluation is of the various methods of communicating, in an educational sense, in the Province of Ontario.

Aside from my commitment to the concept that OECA espouses, is the problem of coming from northern Ontario and seeing the lack of commitment that OECA has to northern Ontario. There are several illustrations of it, but one is that there is only one frequency now, I believe, and that's channel 19 in Toronto. I believe there are five more being considered, all of which are in southwestern Ontario as a matter of fact. I am not at all persuaded by the arguments that those frequencies must be picked up in an application to—the Canadian Transport Commission, is it?

**Mr. Ide:** CRTC.

**Mr. Laughren:** CRTC—because those frequencies will not be available in the near future if they are not picked up now. I believe that there is a catching-up process that must occur for northern Ontario and that that must take priority over picking up those frequencies in southwestern Ontario.

You need only drive down from northern Ontario, as I do every week, and drive past the Royal Ontario Museum and the McLaughlin Planetarium just north of these buildings and see the buses from every conceivable area in southern Ontario lined up there to know that the catching-up process is very real indeed. To further increase the difference in what is available, in a cultural sense to southern Ontario as opposed to northern Ontario is an affront to people in northern Ontario.

I can assure you that we in the north are not at all convinced of the arguments of the authority that you must pick up those frequencies in southwestern Ontario. I think you have a commitment to go to the areas that are at the present time culturally deprived,

rather than to cater to those areas in the south that have the facilities available to them.

That's another reason why I am not at all convinced that the ministry is the one who should direct the affairs of OECA anymore so than they do now. Because I have seen the ministry's attitude toward other cultural assets in the province—just as an aside almost, because we haven't come to it yet, the McMichael collection.

**Hon. Mr. McNie:** Can we wait until we get onto it?

**Mr. Laughren:** Fine! But I am just using it as an example. The McMichael collection is something for which I have a considerable affection, and you refuse to take that across the province.

But also you have done a remarkable thing, the ministry has done a truly remarkable thing. I didn't think it was possible to do what you have done with the board of directors of OECA.

Let me just very quickly tell you that there are 13 members, to remind you, of the board of directors of OECA; and this is an up-to-date list, I believe, because I got it from one of your officials. Let me tell you their normal place of residence: Toronto, Toronto, Toronto, Toronto, Ottawa, Ottawa, Toronto, Windsor, Oakville, Toronto, London, Toronto and Sudbury.

But let me tell you about the Sudbury member of the board of the board of directors. You have succeeded in capsuling tokenism, in an incredible fashion. You have put a "token" woman, from northern Ontario, on the board of directors! One director from the north, and it is a woman!

That is truly remarkable, Mr. Chairman. How have you—you know, I thought I had seen the limits when I read over the board of directors of the Council of Regents for the Colleges of Applied Arts and Technology, and saw the tokenism that was there; and in the boards of governors of the various universities in the province. But you have struck a new benchmark here.

**Hon. Mr. McNie:** I would be interested, without attempting to wind you up any more, to ask you how, when there is a replacement of one or two involved and you add one, how that can be regarded as other than tokenism if someone chooses to regard it as tokenism?

**Mr. Lewis:** Enlarge the board by five. Provide all the places to women.



**Mr. Singer:** From northern Ontario.

**Mr. Lewis:** From northern Ontario; right!

**Mr. Laughren:** You resort to escapism like no minister I have ever encountered in estimates. You have the gall to sit there and suggest that you can do nothing about the tokenism that's inherent in this board? Both in terms of sex and in terms of geographic location in the Province of Ontario?

**Hon. Mr. McNie:** I didn't say that.

**Mr. Laughren:** Well, you don't have to Mr. Minister, I will spare you that pain.

But I really would like to know what the OECA sees as being the priorities, and I would direct this to the chairman, in terms of the various methods of communicating in the province, in terms of television, in terms of films, tapes, radio. Do you have a long-term plan for that or a relative evaluation of those methods?

**Mr. Ide:** Well I think, Mr. Chairman, in answer to the question, that we really have to think of learning systems, and we can't think in terms of one particular medium as being the cure-all.

I think that many of the early advocates of educational television made the mistake of thinking of it as a self-sufficient medium and it is not a self-sufficient medium. It is only a useful medium if it is combined intelligently with other methods of communication.

We have been working very hard at the development of systems and the mix of systems, and we have identified some priorities. If we talk about early childhood education, for example, then the only way we are going to reach the two-, three- and four-year-old children who are intellectually disadvantaged, is through broadcast television. The only way we are going to reach a significant portion of the disadvantaged adults in our society is through broadcast television. So if we are thinking in terms of those particular segments, then I think we have to think in terms of broadcast.

When we talk about the institutions, I don't think—and I would agree with the Leader of the Opposition in his comment regarding broadcast television and the schools—I really have some very real, very sound reservations about whether or not a classroom is a proper place to watch a film or to view a television programme. We have long ago discarded the concept that the teacher should pick up a book and read a book to a class in a classroom.

I think that we may have to take a very close look at the direction that education is taking and that we may have to look at the length of the school day, that it may well be appropriate to use human beings to do all the things that human beings are best equipped to do. And human beings, without attempting to sound impersonal or bureaucratic in this by making this particular comparison, the human being is a very special medium of communication herself or himself, and I think that we have sometimes wasted the talents of human beings in the classroom by making them merely conveyors of information where they should have been better utilized in developing those other characteristics of what we call an educated person — sensitivity to the needs of other people and a critical intelligence.

So, my conviction—and I think it is shared by many of the people in OECA, whether it's at the senior management level, middle management level or in terms of the number of the dedicated people who are not in either of those classifications — is that we should use human beings to do those things that only human beings can do. That we can, perhaps, solve some of the major educational problems that are facing us by utilizing films for things that films can specifically do, using tape for what tape can specifically do, and using human beings in print for things that human beings can print. But you wanted specifics—

**Mr. Laughren:** Yes, yes; I understand that. I think that is pretty fundamental, and I would expect that to be at your fingertips, but how do you communicate this within the authority? How does the authority know what direction it is going in terms of priorities, in terms of commitment of funds and in terms of research projects? If I was to walk into those halls that we have so often referred to at the OECA, would the people in the middle management area know, would they have a feeling for the direction that you are moving in and—

**Mr. Ide:** I think that many of them probably feel isolated and alienated, and I am saying this in the context of what I said initially, that I believe in the organization and I believe in what it's doing.

I think that we have to think in terms of the age of the organization, which is not yet three years. It has grown a bit like Topsy. We had, first of all, the problem of trying to programme a channel, and the cost of this was something like \$5,000 a year. That put certain pressures, and rather heavy



pressures, on the people who are members of the organization.

We have been running pretty hard during the past three years, but we have under the recent reorganization—and I would say that this was not an initial recommendation of the management consultants and that the recommendation came from within the organization—established a planning committee.

This planning committee at the present time consists of members of the staff, both senior and middle management. But we envisage bringing representatives of the public to this planning committee, and also bringing in members of the board, because it seems to me that unless we get a proper kind of a mix of opinions from the outside, from the board and from the people who are the creative individuals within the organization that that is the only way we can first of all obtain an understanding and a series of priorities and a commitment to that series of priorities.

I think it is easy for me, in isolation, to give you my own priorities, and obviously anyone who has been committed to an organization for a long period of time has fairly strong personal opinions. But I think that we need more than this, and I am hopeful.

I know that there have been certain reservations raised to the number of committees, but a committee is only a bad thing if it is used in a bad way. If it is used in a constructive way, then I think it can be a very useful device of bringing people together and arranging for an exchange of opinions.

These priorities, hopefully, will come out of the advisory council of the authority, and its recommendations will be considered by the board and be given some kind of standing. Then the organization itself will have a pretty clear idea of what it is attempting to do.

**Mr. Laughren:** Do you think it would have helped in the past if, for example, there had been a representative from the native peoples on your board of directors?

**Mr. Ide:** I think it would, but we do have five regional councils and the five regional councils consist of 75 people and there are representatives of the native peoples on the regional councils. I'm intrigued, although I don't know the minister's reaction to this, because in terms of the appointment of members to the board, of course, this is a responsibility of the Lieutenant Governor in Council; but I am intrigued by the suggestion of perhaps a slightly larger board and ensuring a

broader representation from across the province.

**Mr. Laughren:** Could I go back, Mr. Chairman, to something mentioned earlier? Could we have a commitment—that is pretty difficult to extract from the minister, I know; I tried for three weeks—that the frequencies to be allocated by OECA will not go to southern Ontario before they go to northern Ontario?

**Hon. Mr. McNie:** You made a statement that I would be interested in your expanding on it.

**Mr. Laughren:** You are very good at asking questions of the committee.—

**Hon. Mr. McNie:** No, but you made a statement that you didn't think it was necessary.

**Mr. Laughren:** You are the one whose estimates are being heard.

**Hon. Mr. McNie:** No, I am not prepared to make that commitment for a very good reason, that I am persuaded that in fact these frequencies have to be taken up, or the opportunities will be lost. Why are you shaking your head?

**Mr. Laughren:** I am shaking my head—now, you asked me—I am shaking my head, Mr. Minister, because your board, the authority, with Mr. Handleman in the chair, came to Sudbury and certainly gave the people in the Sudbury area the impression that they were being given serious consideration for an outlet in Sudbury.

**Hon. Mr. McNie:** That has nothing to do with the matter.

**Mr. Laughren:** Absolutely it is.

**Hon. Mr. McNie:** That has nothing to do with the need for our picking up these options—

**Mr. Laughren:** It certainly does.

**Hon. Mr. McNie:** —that are available in southern Ontario.

**Mr. Laughren:** It has to do with your concept of priorities in the province. It certainly does.

**Hon. Mr. McNie:** No, no, it has nothing to do with it.

**Mr. Laughren:** It certainly does.

**Hon. Mr. McNie:** No, I correct you. What it has to do with is what we understand from the CRTC to be these available frequencies, which are going to be allotted.

**Mr. Laughren:** I understand that.

**Hon. Mr. McNie:** The understanding is that if we weren't to pick them up probably, as a matter of fact they would surely be allotted to a commercial company and no longer available to us. If anyone wants to correct this, we would be glad to have that. **Mr. Ide:** if you would like to speak to that. I think this is a very important point, because I am under a misapprehension if that is not so and I would like to have it corrected.

**Mr. Ide:** The OECA has a plan for service which includes outlets in northern Ontario.

**Mr. Martel:** What millennium is that?

**Mr. Ide:** I am hopeful that it is in the very near future.

**Mr. Laughren:** But after the southern parts.

**Mr. Ide:** I will address myself to the five. In Windsor there are only two frequencies available. We have applied for one of those frequencies — as a matter of fact there are three frequencies, but one has been promised to the CTV; one has been promised to the French-language CBC and there is one frequency left. There is pressure from users in the United States to have some frequency readjustments. It is possible — we feel highly probable — that if some action isn't taken right away, the opportunity for any kind of an educational outlet in the Windsor area will be lost for all time.

There are, of course, no limitations in the number of frequencies presently available in northern Ontario.

**Mr. E. W. Martel (Sudbury East):** No, the boondocks can wait!

**Mr. Ide:** Coming from northwestern Ontario myself, I have a certain sympathy for their position. I can assure you that my friends who are still living in Thunder Bay keep reminding me of how badly we have neglected Thunder Bay. I think that really what the authority has to argue for is service to the entire province. What the government has to do is to decide what are its financial priorities.

This is one of the things that the social development committee of cabinet, which

the minister referred to earlier, is specifically concerned with, that is the priority of the allocation of funds.

I think we as an organization have to be as forceful as we possibly can to urge the satisfaction of the needs as we see them existing. I think the greatest needs — I'm in complete agreement with you — right now are in the remote areas.

We have tried the patch-up system. We have tried the cable companies in the north, the isolated schools in the north. These were cited as achievements of the OECA. But it is not, really, a substitute for what we are presently offering on channel 19 in the Metropolitan Toronto area. We believe very strongly in this and we urge this with all of our strength. I think the government has a different kind of a problem in terms of its financial resources.

**Mr. Martel:** That isn't it at all. Northern Ontario runs last all the time in this province.

**Mr. Laughren:** Mr. Chairman, I appreciate the fact that the authority, being an entity unto itself, wants to grow. It wants to service as much of the province as it can. I can understand that. But what I don't understand is how the minister can continue to endorse the kind of policies that allow the existing differentials, if anything, to be exacerbated. For example, what is the cost to pick up a frequency in southwestern Ontario, say Windsor, and to get a station transmitting?

**Mr. Ide:** The five stations that we have applied for, when built and fully operational will cost, with the capital cost debentured over 10 years, \$700,000 a year.

**Mr. Laughren:** For all five?

**Mr. Ide:** For all five.

**Mr. Singer:** Is that operating or capital?

**Mr. Ide:** That is operating and capital.

**Mr. Singer:** You are sure of that, because I have some figures here that I am going to read to you in just a minute that don't seem to gibe with that.

**Mr. Laughren:** Wait your turn. So are we really only talking \$140,000 a year for one station?

**Mr. Singer:** When I ask your permission to talk it is going to be a long cold day in the middle of summer.

**Mr. Laughren:** I am just repeating a comment you made a few minutes ago.

**Mr. Ide:** To give you an example—

**Mr. Laughren:** Could you be more specific? Before you continue, pardon me! Are you saying that to open up—if that is the right term—a frequency in Sudbury, for example, would cost, capital and operating, from year one \$140,000?

**Mr. Ide:** No, no! How much would it be, **Mr. Bowers:** about \$200,000?

**Mr. P. G. Bowers** (General Manager, Ontario Educational Communications Authority): Between \$200,000 and \$230,000 in the case of Sudbury, because we would need a microwave link to get the programme feed to Sudbury.

**Mr. Laughren:** Mr. Chairman—look; how many dollars, for example, of the student aid that was allocated last year wasn't even utilized? You are talking about \$200,000 to redress some of the imbalances in the province that could be significant if you believed in educational TV. I just don't understand why you cannot make a commitment that, despite the fact that you must pick up those frequencies in southwestern Ontario, you can also pick up the one in Sudbury.

**Mr. Martel:** There are only 15 ridings in the north.

**Mr. Laughren:** When I said that there was an impression in the Sudbury basin that the authority was serious about offering an outlet there, I meant it. There was a great deal of work done by groups within Sudbury and there was support from the entire community. When the authority came up there to hold a public hearing, even though it was in the middle of the day, it was another indication that the authority was seriously considering Sudbury—at least the people thought that—as an outlet. But it became evident during the hearing—and I believe **Mr. Bowers** was there and **Mr. Handleman** was there as well—there was no question as the afternoon wore on that Sudbury wasn't a priority item. It was No. 6, not No. 1, which we had been led to believe; not directly, but certainly there was the feeling that there was a good chance. If it only costs \$200,000 I just don't understand the minister's position. Is it that he cannot spend the money within his vast ministry? When I look at the money that is spent within the authority itself—cancelled programmes, the move, and so forth—certainly we could have

taken money out of that and allocated it to operating an outlet in Sudbury.

**Mr. Martel:** Fewer airplanes!

**Mr. Laughren:** This would be a chance, **Mr. Minister**, for you to endear yourself—probably for the first time—to the committee and to a significant portion of that part of the province, and make a commitment that although you must pick up those frequencies—how many, five in southwestern Ontario—you will not put Sudbury as No. 6 but will include it with those and consider it at least of equal priority with those in southwestern Ontario.

The chairman will admit to you, as he did a few minutes ago, that the need is greater there; so why don't you do it?

**Hon. Mr. McNie:** But he also affirmed, if I'm not mistaken, that there was a priority that had to do with the hearings that were called by the CRTC that—

**Mr. Martel:** That is a red herring.

**Hon. Mr. McNie:**—had little or nothing to do with the priorities that you describe in other parts of the province.

**Mr. Laughren:** Would you concede that someone from the north is offended by the sight of all these southern Ontario school buses lined up outside our cultural institutions in the Toronto area? Can you imagine that? Can you picture yourself as a northerner coming down here and seeing that?

**Hon. Mr. McNie:** Yes, I saw one from Blind River yesterday.

**Mr. Laughren:** Did it bother you? One! That's right.

**Mr. Martel:** One!

**Mr. Laughren:** One out of how many? One hundred that were lined up at any given point in this city? Can you put yourself in that position? Would you?

**Hon. Mr. McNie:** We're trying, that's why we've spent some—

**Mr. Martel:** You can get the little box from the Royal Ontario Museum with displays. That takes the place of a museum in northern Ontario. You get a box sent to your school about this big. You get all the artifacts from around the world, and that's the culture for northern Ontario.

**Mr. Chairman:** **Mr. Laughren**, are you finished?



**Mr. Martel:** I'm going to come back at it, so if the member wants to have a little rest.

**Mr. Chairman:** Mr. Singer, please.

**Mr. Singer:** Yes. I'm interested in these CRTC applications, which I gather take place on June 26. They are scheduled to take place at that time?

**Mr. Ide:** September 24.

**Mr. Singer:** The information that I have here is June 26. Was there a June 26 date originally?

**Mr. Ide:** Yes, it's been postponed to September 24.

**Mr. Singer:** I see. How many interventions have you had?

**Mr. Ide:** I don't think that we've had an intervention which is negative. We've had interventions which have suggested that we do it in different ways. We've had an intervention in the Ottawa area which supports the application but suggests, for example, that a substantially larger portion of the programming be in the French language. Other than that, all of the interventions have been statements of support for the applications.

**Mr. Singer:** I see. Are you familiar with an intervention submitted from two young men from Downsview, one J. Rosenberg and another M. Lewis?

**Mr. Ide:** Yes, this is the one on placing the transmitters. Yes.

**Mr. Singer:** Yes. I wouldn't say this is exactly supportive because I'm going to read it to you. It runs to some four pages. I'm certainly no authority on the technicalities here, but this caught my eye and it seems quite interesting; some of the figures in it, in any event. I have spoken to these gentlemen and they say that they have been interested in television and UHF for some considerable time. They have made it a hobby of theirs and they seem to have quite a technical knowledge. It reads this way:

We have been interested in the development of UHF television in the USA and Canada for a number of years, and have actively monitored from Toronto signals of 50 per cent of all UHF stations on the air in North America. We visited UHF TV stations and discussed the problems of transmission. Hence our interest in this application for a network of UHF stations is evident.

Recently throughout Ontario the provincial government has made drastic cuts of education expenditure at all levels. Both of us have witnessed the effects of this action personally. Thus any unnecessary spending we feel would contradict this policy. We have examined the Ontario Educational Communications Authority applications closely, and believe that large amounts of money can be saved, yet still serve the proposed areas.

We would like to quote data taken from these applications for stations in southern Ontario which will be pertinent to the text to follow.

Paris [that is the first application], channel 28, 165 kilowatts, video ERP grade B, coverage 38 miles. Cost, including tower, transmitter, microwave installation, etc. \$425,000; annual operating expenses \$110,000.

London, channel 18, 18 kilowatts, covering 27 miles. Cost \$257,000; expenses \$80,000.

This might be of some interest, these figures, to my friends from the north.

Chatham, channel 59, 17 kilowatts, covering 24 miles. Cost \$295,000; expenses \$90,000.

Windsor, channel 32, 180 kilowatts, coverage 33 miles. Cost \$430,000; expenses \$110,000.

In addition OECA operates channel 19 in Toronto at 600 kilowatts, with grade B radius of 40 miles.

Having examined these applications, we feel that fewer transmitters, more strategically located can achieve OECA objectives, and perhaps give a larger coverage area, while saving the public the cost of extra transmitting equipment at over \$300,000 each, and annual operating up-keep of \$100,000.

So if you are looking for some money, and these gentlemen have a valid point, it might be worth having a pretty good look at.

OECA proposes to establish a transmitter located at McGregor, Ontario, designed to serve Windsor. Nearly 50 per cent of that coverage area overlaps into the United States, and OECA's mandate is not to serve the USA. We feel the proposed transmitter at Chatham could achieve OECA objectives much better. A transmitter of higher power would radiate sufficient signal to envelop Windsor with a satisfactory grade B signal.

Channel 59, proposed, is not allocated by international agreement to Chatham, therefore the use of this frequency is not justified. We propose a transmitter be licensed for channel 48, which is in fact located to Chatham.

This area, southwestern Ontario, is UHF saturated. WHVS, channel 56, Detroit, began operation on August 8, 1955. WKED, channel 50, serving since January 10, 1965, reaches over 50 per cent of the Windsor viewers weekly; and from 25 to 50 per cent of those in Sarnia and Chatham, according to BBM ratings. WKON, channel 20, also forms part of the viewing habits for people in this area.

If this station at Chatham was on allocated channel 48, we feel viewer acceptance would be very high. Canadian channel 48, literally sandwiched between the two commercial UHF, 50 and 20, viewers would pass by the OECA channel whenever dialing from one Detroit station to the other. Channel 58 is at the top of the local band and would possibly be ignored. Also, the new global station on the middle UHF channel would attract many Windsor antennae to an easterly direction from the transmitters at Cottam.

Note that two-channel separation exists in the Toronto area between channel 19 and Buffalo's 17 with no interference. From the tower at Chatham and an ERF signal of one million watts video, Windsor and Chatham could be served effectively, eliminating the need for 32 at Windsor.

And then there are illustrations which they attach here, showing the coverage of channel 50 at Detroit and they have blotted the circle with the centre of Chatham.

There's a proposed channel 28 transmitter on the global tower at Paris. The eastern half of this coverage area is well served by CICA-TV Toronto, both off the air and on all cable television systems. CICA is slated to broadcast from the CN tower currently under construction on Nov. 1, 1974, from an 1,800 foot tower. The signal will be extended westward to cover Kitchener and Paris. CATV's saturation of companies currently carrying the CICA proposed channel 28 in the area include Kitchener - Waterloo, Stratford, Woodstock, Ingersoll, Galt, Preston, Grand River and so on.

From this table [And they give potential listening audiences, or watching audiences] we see the population of this

region is well served by the CICA TV. On November 1, 1974. Off air reception will be possible. Therefore, transmitter at Paris would be redundant. The transmitter proposed for London is 45 miles west of Paris, to fill the gap from London to Kitchener-Paris, and also serve westward to Chatham with a grade B signal blanketing the entire area. We suggest a higher power transmitter than the proposed 18 kilowatts. There would still be signal overlap, which OECA might want and everyone is well served by grade B coverage. CATV saturation in this area is suggested by these figures. [And then there is another set of figures.]

Also, in the area south of London there's already a high UHF usage with many people not on cable content to view less than grade B signals from channels 24, 35 and 54 in Erie, Pennsylvania. With rotary antenna we feel that viewer acceptance of channel 18, London, will be very high. An example of a low channel station with over a million watts and a tower similar in height to CPFL's is WUTV 29 Buffalo. [And they have a coverage map for that one.]

On our map, similar coverage with centre in London is shown. Also, the effectiveness of the CPFL TV tower is illustrated by its coverage map enclosed. Ottawa channel 24, in our view, shows a better planning in providing good coverage to many viewers using a transmitter, reasonable ERP, 879 kilowatts, and antenna height 1,100 ft. Its coverage may even prove to be better than that forecast by engineering consultants.

In conclusion, our stand on the OEC applications is: Windsor channel 32 opposed; Chatham channel 59 opposed; used legal allocation channel 48 and increase ERP; London channel 18 increase power; Paris channel 28 opposed; Ottawa channel 24 acceptable.

Now, that is hardly an endorsement of your application. And then the concluding sentence, which is the one which particularly caught my eye:

With our plan, savings to Ontario taxpayers will be significant; initially \$850,000 on transmitter construction, plus the elimination of annual operating expenses totalling \$220,000.

Now, as I say, I am no technical expert in television, but it seems to me as I read this and then re-read it, that the gentlemen who prepared it have a substantial knowledge of



the intricacies of television transmission. And I wonder the extent to which your advisers have analysed this intervention, and what kind of comments you care to make. Is the contention that you can save \$850,000 in capital cost and \$220,000 in operating expense, a reasonable one?

**Mr. Ide:** Well, Mr. Chairman, like Mr. Singer, I'm not a technical expert either. When I received the intervention I also read it with a great deal of interest, because of the potential savings that it indicated. But I think I might just make one aside; that in the figures that I gave, we included the debentured costs of the capital. So that we're really not in dispute with the people who have made this particular submission.

**Mr. Singer:** No, but the figures they quote — and that's why I queried some of the figures you were giving. Apparently they come from your application.

**Mr. Ide:** Oh, yes. But in essence, the figure that I quoted—

**Mr. Singer:** They're not their figures, they're your figures.

**Mr. Ide:** The figure that I quoted was the capital cost debentured over 10 years. So that the operating and the debentured capital were lumped together as one figure.

**Mr. Singer:** That is a rather deceiving way to put it forward, I would think. If we are going to talk about the cost of the Robarts Library, we talk about \$38 million; if we are going to talk about the cost of Ontario Place, we talk about \$24 million; and if we are going to talk about the cost of the new Hydro building—we have a whole committee trying to figure out how much that is going to cost! I don't think you break it down and just put an annual capital cost. To get some proper idea of the kind of commitment, surely we can look at no better source than the figures you have given to CRTC?

**Mr. Ide:** It was the intention, Mr. Chairman, that the money would be borrowed and repaid over a period of 10 years and that's how the annual cost was arrived at. In other words, it is the same sort of thing that you do if you are buying a house.

**Mr. Singer:** Yes, but surely that isn't the way the province budgets? When the expenditures are there, they are put in a lump sum and if they have to go to Germany, as they have done, they borrow it and pay

it back, but the budget figures we see for capital expenditures show the total capital cost.

**Mr. Ide:** The arrangement that we have with channel 19, it is costing us about—

**Mr. Bowers:** About \$130,000.

**Mr. Ide:** The transmission of channel 19 costs us \$130,000 a year, and that is retiring the capital by means of a debenture so that the operating and capital for channel 19 is \$130,000 a year. As far as the technical aspects of the intervention are concerned, I would defer to Mr. Bowers, who is a professional engineer, for his comments.

**Mr. Bowers:** We received the intervention only a couple of weeks ago and we haven't had a chance to study it in complete detail. However, my study of it up to this point would say that the answers to your questions are absolutely no.

This is why I say that. They have made the assumption that by eliminating the transmitters in Kitchener and in Windsor, we will save \$850,000 capital costs plus the operating costs of those stations. They have not put back in the costs of increasing the power of the stations in London and in Chatham.

Before we submitted these applications, and when we made a study of the problems of extending service to all parts of Ontario, we looked at VHF and we looked at UHF. One of the conclusions we came to on UHF was that the high-power approach was much more expensive in terms of capital cost and in terms of operating cost than a series of low-power UHF stations. For that reason, we chose to go the low-power route.

Their comments regarding the legality of the channel in Chatham are probably correct from their point of view. However, subsequent negotiations with the Department of Communications have made our use of channel 59 a completely legal application. It is understandable from their point of knowledge they would have made that comment, but they were simply not in a position to be informed on that point.

I might also say that we disagree with their recommendation that you can cover an urban area like Windsor with a grade C contour. The reason we are putting as much power into Windsor is simply because you have to put better than a grade B signal into an urban area to get adequate UHF coverage.



Those are about all the comments I can make, because I really haven't had a chance to study the intervention in detail.

**Mr. Singer:** I would be very interested to see, in some form that I might understand, with an almost complete lack of technical knowledge, a comparison of the additional cost figures that you refer to, which would be required by the higher power and the lower number of stations.

I am a little puzzled by two things that happened tonight. One was the unusual presentation of the costs, which break it down into annual amortization, which is not a usual way of budgeting. I would have thought that OECA would have known about that.

**Mr. Foulds:** That is the way the Ministry of Government Services submits estimates. The Ministry of Government Services presents a booklet which shows how much it has in architectural plans this year; how much it has for—

**Mr. Singer:** Yes.

**Mr. Foulds:** —actual expenditures this year. That is in a way amortizing it over the years.

**Mr. Singer:** It is paid for over a number of years.

**Mr. Foulds:** It is budgeted for annually because this Legislature budgets annually.

**Mr. Singer:** Yes, but there is also a capital budget which is made quite clear to us.

**Mr. Foulds:** Those capital expenses are outlined in the way I have indicated over a number of years.

**Mr. Singer:** The second thing that puzzles me was the comment that the interventions were favourable, because I don't think this one is favourable at all. I am curious. I would like to have an answer to the points raised in sufficiently detailed form, so that perhaps we could consult someone who is much more knowledgeable than I am, on the two technical sides of this question. You have aroused my curiosity, not only as a result of receiving this, but because of answers that I thought were a little evasive.

**Mr. Ide:** Mr. Chairman, first of all, when I said that we didn't receive negative comments, I was thinking of negative comments with respect to the idea of extending service. The particular people who submitted this

intervention, agreed that service should be extended, but they altered the methods—

**Mr. Singer:** No, they don't comment on the service at all, they comment on the technical provision for it and cost of it.

**Mr. Ide:** But I am sure the staff would be quite happy to provide you with their technical assessment. Certainly, before the hearings in September, we will have to answer that intervention. We will have to answer it with facts and not with generalized comments such as I am able to give you at this point in time, so that the engineering information will be made available.

Certainly, Mr. Chairman, if this is an acceptance procedure to any member of the public, and certainly if it is available to any member of the public, it should first be made available to the members of the Legislature.

**Hon. Mr. McNie:** May I ask, Mr. Ide, whether you have a copy of this now?

**Mr. Ide:** Yes, we do have a copy of it.

**Hon. Mr. McNie:** Fine.

**Mr. Ide:** It is being studied at present.

**Mr. Singer:** I might just add, for the benefit of Mr. Foulds, it is not an amortization in the budget, it is the year in which the expenditure actually will be made.

**Mr. Foulds:** Paid!

**Mr. Singer:** Paid out; that is right.

**Mr. Foulds:** That never comes, for any one building, in any one lump sum in any one year.

**Mr. Singer:** Well, only if the building takes more than a year to construct.

**Mr. Foulds:** This government never moves fast enough to design—

**Mr. Singer:** Well, you are not going to construct a channel over a period of years.

**Mr. Chairman:** Gentlemen, can we get back to this subject? Mr. Martel?

**Mr. R. S. Smith (Nipissing):** We didn't want to go off—

**Mr. Singer:** I didn't want Mr. Foulds to be disillusioned.

**Mr. Martel:** I want to talk to the minister.

**Mr. Foulds:** I am always willing to be informed, to be instructed by those better in-

formed than I. However, I haven't met that yet in this committee from the Liberal party.

**Mr. Singer:** Or probably anywhere else according to your subjective tests.

**Mr. T. P. Reid (Rainy River):** It is a junior—

**Mrs. Campbell:** How do you know the difference between \$800 and \$7,000 as a differential? When you figure that out maybe you can tell me.

**Mr. Chairman:** Mr. Martel, I apologize. Mr. Drea was ahead of you. He has now returned and since you haven't got the floor, do you want to give up?

**Mr. Drea:** That is all right. Did you start?

**Mr. Chairman:** Mr. Martel, please.

**Mr. Martel:** I am going to be brief, but I want to talk directly to the minister, Mr. Ide, because you can't make the decision to—

**Hon. Mr. McNie:** You don't have to apologize to me.

**Mr. Martel:** Well, you can't make the decision. The decision must come from the government. I understand you people funded Ontario Place. Is that right? The Ontario government?

**Hon. Mr. McNie:** The Ontario government did.

**Mr. Martel:** Not your ministry, but rather the government? It also funded the Science Centre, did it not?

**Hon. Mr. McNie:** That is right.

**Mr. Martel:** The government funded the Royal Ontario Museum, just behind this august building? I presume it gives a large contribution annually.

**Hon. Mr. McNie:** That is right.

**Mr. Martel:** Right. You funded the Toronto Symphony Orchestra to appear at Ontario Place last summer, did you not, for 10 performances? The Ministry of Education, yes, I am sure you did. You also funded Channel 19. You funded the Robarts Library, to some degree? One billion, four hundred million for a transit system for Hogtown.

**Mrs. Campbell:** Now, come off it.

**Mr. Martel:** One could go on, Mr. Minister, ad infinitum—

**Mr. Reid:** Never mind, it is only 10 years.

**Mr. Martel:** —on the things that you fund which supply cultural outlets—

**Mr. Drea:** Higher salaries for members.

**Mrs. Campbell:** What members?

**Mr. Martel:** —which supply cultural outlets for the people in the Toronto and immediate environs. Is that not right? And you do it annually. You know, in northern Ontario, we just opened our first high school with a swimming pool. One, in all of northern Ontario. One! I suppose in Toronto there are even a couple of elementary schools with a swimming pool, and to offset some of this cultural disadvantage you can't find \$200,000.

Now that just doesn't mix. It just doesn't sit well, does it? When you look at the vast amounts, or as Floyd said earlier, when you come down Avenue Rd. every day and you see 25 or 30 school buses with the kiddies from Toronto, they need that exposure to that sort of thing, but they are there daily. When you bring a busload of kids from the Sudbury area or, as your colleague, the minister, 1,250 miles, do you not think that somewhere this government, to offset the cultural disadvantage of living way out there, could find a few bucks and not place us No. 6 in the Sudbury area for an outlet for educational TV, which would at least offset some of the cultural disadvantages we have there? We're No. 6. We try harder.

In northern Ontario, we always run last, when it comes time for this government to fund anything. As I said earlier, I can remember my teaching days when we used to get a cruddy box from the Royal Ontario Museum with a few artifacts and what not. That was the exposure for kids in northern Ontario. Yet here they can jump in a bus and come over from Hamilton in an hour at the most. But that doesn't happen in my area. It's eight hours. Yet when we try to get a little funding for a few things in northern Ontario, it's always turned down. We just lost a bird sanctuary, the only one in northern Ontario. It had to close for lack of funding. This Tory government could find \$30,000 a couple of years ago to put toilets at Manley Miner's bird sanctuary.

They could also find, through a devious means, \$3,000 a year to give to Manley Miner's bird sanctuary. They couldn't find five ruddy cents for the bird sanctuary in the Sudbury basin, and it closed just this past week. Every time we ask for something we get the same thing. There's always a reason, Mr. Ide. There's always something more pressing in southern Ontario. You

know what it really boils down to! There are only 15 seats in northern Ontario and in any kind of shake you come out of it without any damage. If they all came from one party, they wouldn't jeopardize the government, would they, Mr. Minister? That's the whole problem. The fact is that you can always put them at the bottom of the totem pole.

Do you mean to say that in a \$7 billion budget this government couldn't find \$200,000 to put an ETV outlet in the Sudbury area? No way! Yet you can take over Ontario Place and subsidize it this year because it's losing money. It just so happens that the taxpayers in my area help to pay the bill for Ontario Place and the Science Centre but they don't get the benefits. We might get some benefits to the adult community in the Sudbury area which could go, if you had a couple of antennae, up to my friend from Algoma-Manitoulin's (Mr. Lane's) riding. You could provide something for the people up there to offset this. You can't find anything. Why is it that we always rank last? I put that to the minister. Why is it?

**Mrs. Campbell:** You people don't expect to compete with all of these Tories, do you?

**Mr. Martel:** Why is it when Sidney Handelman comes to Sudbury, he has to tell us we're No. 6. Why can't this bloody government, just once, come up to Sudbury or to northern Ontario with a first? I just looked at the budget for the Ministry of Education because the other night I talked about schools for the deaf—

**Mr. Reid:** They do come up with a first.

**Mr. Martel:** Schools for the deaf, \$10 million.

**Mr. Reid:** You were turned down first.

**Mr. Martel:** We have been asking for a school for the deaf for years. You build a third one in the showplace, where else would you rather be but London? There is one in Milton; one in Belleville. It all comes from the same government. You can say, "Well, ah, that's my colleague's portfolio, I have no responsibility for that." But you found the money for a third one, didn't you, in London? You can go right down the list; every new programme, everything that comes along, the banana belt gets it. Northern Ontario? No way. Now, I want some answers. Why can't you find us \$200,000? Maybe a little more so that we could put

if necessary, a relay over to my friend from Nipissing's riding.

**Mr. R. S. Smith:** We don't want any more relays from Sudbury. We've got two stations in there now from Sudbury and that's enough.

**Mr. Martel:** They could locate it in Sudbury. The only thing—

**Mr. R. S. Smith:** I think the member for Sudbury should be less parochial and talk about a million and a half dollars to provide the service across northern Ontario.

**Mr. Martel:** All right; I am just dealing—

**Mr. R. S. Smith:** I just make that point.

**Mr. Martel:** Okay, I am glad, because I say, they could find \$1.4 billion for a transit system; most of it in Toronto. I don't object to it because you need it to move people. But when in God's name do you find money for people in northern Ontario? Why is it that there is a lack of doctors, there is a lack of everything? You guys have been around for 30 years.

**Mr. Reid:** Psychiatrists?

**Mr. Martel:** Psychiatrists, there are what, in northern Ontario? My friend from Rainy River we just ignore, because—

**Mr. Ide:** I didn't say it, I guess I am impervious.

**Mr. J. Root (Wellington-Dufferin):** Well, your friend from Rainy River knows we built highways all the way from the Soo to Wawa to Atikokan to Fort Frances and all the rest of it.

**Mr. Martel:** What kind of nonsense is he talking about?

**Mr. Foulds:** Have you ridden that 45-mile stretch of Highway 11 between Geraldton and Beardmore?

**Mr. Martel:** What kind of nonsense is that?

**Mr. Reid:** Pardon?

**Mr. Chairman:** Please contain yourself from now on, Mr. Reid.

**Mr. Reid:** Oh, I am sorry I was disturbing you.

**Mr. Martel:** But I want to know, Mr. Minister, why you can't find that kind of money?



**Mr. Drea:** It's a very accurate diagnosis.

**Mr. Foulds:** There are others in this committee who need psychiatric help too!

**Hon. Mr. McNie:** You are finished, are you?

**Mr. Martel:** No, I am waiting for some answers.

**Hon. Mr. McNie:** The answer to the question is, as I indicated earlier, we are looking at the whole question of the role of ETV, and one of the things we are looking at is the extent to which a broadcast network across the province is the appropriate way to meet the needs of the Seventies. That's it in a nutshell.

**Mr. Martel:** But, in the meantime, Mr. Minister, you will purchase five more outlets in southern Ontario? You know, "We are looking at it." But they will look after the banana belt in the meantime, won't they, while they are studying the bigger problem. Because there are only 17 seats, or 15 seats, up there. In the meantime we will purchase the outlets for five more areas of southern Ontario."

**Hon. Mr. McNie:** I may suggest, Mr. Martel, you are misrepresenting the response.

**Mr. Martel:** No, I am not.

**Hon. Mr. McNie:** The response, I thought, was very clear, from both Mr. Ide and myself, that as a result of the CRTC hearings there were these availabilities which, in our understanding—and I have to rely on the technical people—would not be available to us if we didn't make these applications now.

**Mr. Martel:** Right, I understand that full well.

**Mr. Reid:** Mr. Ide told me that five or six years ago.

**Mr. Martel:** I understand that full well, Mr. Minister, but then you also qualify your answer by saying, "We are studying it for a complete solution for Ontario, but we will buy the five here first."

**Hon. Mr. McNie:** We have got an open mind. We are looking at all the options.

**Mr. Martel:** Sure, okay. Earlier I said to Mr. Ide, what millenium are we talking about for northern Ontario? We are not talking about the immediate future are we, Mr. Minister?

**Mrs. Campbell:** We will have a minute's silence.

**Mr. Martel:** We are never talking about the immediate needs of northern Ontario. We can put it aside. We have to have five outlets—

**Hon. Mr. McNie:** You wouldn't be satisfied if I said as soon as possible.

**Mr. Martel:** No, I wouldn't. I would like to pin it down to a time. You can find the money because your back is up against the wall for southern Ontario.

**Mrs. Campbell:** By 1975.

**Mr. Martel:** There is as much a need for the cultural development for the people of northern Ontario, as there is because you are being forced by the CRTC in southern Ontario.

**Hon. Mr. McNie:** Okay, Elie, notwithstanding all your histrionics, the fact is that there have been a great many things done in the north. I have had an opportunity to visit some of the buildings in the north, some of our community colleges and university buildings, and these are not something to be sneezed at.

**Mr. Martel:** At the same time you were building the ones in the north, Mr. Minister, were you building them in the south?

**Hon. Mr. McNie:** Never mind whether we were building them in the south, we are talking about what we built in the north. You said nothing has been done for the north.

**Mr. Martel:** You have how many community colleges in the north?

**Mr. Reid:** The member for Sudbury East is a prime example of what we have got in the north!

**Mr. Foulds:** A much better example than the member for Rainy River.

**Mr. Martel:** I ignore him because his ignorance is beyond description. I just take where it comes from.

At the same time you were building these in northern Ontario, as though they were something exceptional for northern Ontario, Mr. Minister, were you building the same thing in southern Ontario?

Yes, you were, weren't you? Right!

But the extras, where do they go Mr. Minister? The Robarts Library? Where was it built? I don't see any \$35 million library

at Laurentian, do you? I don't see stage three at Cambrian College being built either.

You see, every ministry has the same bit of nonsense. The Minister of Education tells us the same thing. We built some nice buildings. But they were building the same nice buildings in southern Ontario, and as I indicated there is one high school in northern Ontario with a swimming pool; opened up this past month. One!

How many schools in Toronto have a swimming pool? A good deal more than our 14 high schools in the Sudbury area.

**Mr. R. S. Smith:** There are no provincial grants for swimming pools in high schools.

**Mrs. Campbell:** We are building our own.

**Mr. Martel:** They still have the money.

**Mr. R. S. Smith:** Oh yes, but they are built on the basis of the local taxpayers' support.

**Mr. Reid:** The taxpayers in Toronto are paying for those.

**Mr. Martel:** And are still paying, yes!

So in fact when it comes down to the final crunch, Mr. Minister, anything you are going to do will be done here, constantly, first; and if there is ever a spill-over, if there is ever enough in the budget, and there never is, then we just might export some of that to northern Ontario. If we are lucky, in the north; is that right?

We will rank sixth, and we will continue to do so; and as I say whether it is the schools for deaf or—you could go on all day, naming the things that are necessary that are here in the south.

Now here's the cheapest way you could offset some of the cultural deprivation of the north, and yet you can't find the money. That's an oddity. You can't find the money; and you can here. You find it to fund just about anything in sight; and there always alibis.

Maybe the minister could indicate why that he would find—how much Dick, \$1.5 million? For the total needs of northern Ontario?

**Mr. R. S. Smith:** I took the figure out of the air. I thought it was \$700,00 for Sudbury and about seven other installations of similar—

**Mrs. Campbell:** You can't find anything in this budget anywhere. It's hopeless!

**Mr. R. S. Smith:** I just have one question on this, if you don't mind, and that is in regard to a plan of progress. Do you have a five-year plan of where you are going in the next five years? What areas will be served?

Obviously this must have been a consideration at some time along the way. In that context, obviously then you would be able to tell us when we would expect something like this.

**Hon. Mr. McNie:** Well Mr. Smith, there are actually—you talking either to the ministry or you are talking to the Educational Television Authority. They have their own priorities, their own ideas as to what should be done. The ministry, the government, reserves the right to determine to what extent they are prepared to accept the recommendations or to what extent they are prepared to fund the proposals; and the Legislature would think this appropriate, according to comments that have been made by the Leader of the Opposition.

This is what we are looking at right at the moment.

**Mr. R. S. Smith:** You are looking at the development of a programme of—

**Hon. Mr. McNie:** We are looking at the needs of the province and how these needs can be—the whole province, I might add—and how these needs can best be served, having regard to some of the very phenomenal changes there are in the electronic and communications field these days.

**Mr. R. S. Smith:** As a ministry do have recommendations—

**Mr. Chairman:** Mr. Smith, you have gone far enough, I am sorry. You are out of order.

**Mr. R. S. Smith:** Just one more question.

**Mr. Chairman:** You have had that many times.

**Hon. Mr. McNie:** He's always got one more and it's harder than the last one to answer.

**Mr. R. S. Smith:** All I wanted to know was, do you have a programme?

**Mr. Chairman:** You have had your one question a number of times. Mr. Drea.

**Mr. R. S. Smith:** I am speaking with the consent of Mr. Martel.

**Mr. Martel:** Yes, I just let him ask a question.

**Mr. Chairman:** Well, you have had your turn.

**Mr. Martel:** Who?

**Mr. Chairman:** You. You said you had a question and you have gone on and gone. You are repeating yourself, so let's just get on.

**Mr. Martel:** Well, Mr. Chairman, with the greatest respect, I have waited now since last Thursday evening to speak on this issue.

**Mr. Chairman:** Not for this board.

**Mr. Martel:** Oh yes, I sat through it all until—what time did you leave, Mr. Ide?

**Mr. Chairman:** You are a recent arrival this evening. Mr. Drea has not spoken yet tonight.

**Mr. Martel:** I want to tell you something—what you are attempting to do, Mr. Chairman; Mr. Drea left and I came in. I don't know how you order things—

**Mr. Chairman:** We have a list here of people's names that go in party lines, and it's Mr. Drea's turn.

**Mr. Martel:** People can flit in and out and it seems to be quite all right, but when someone is trying to pursue a problem that pertains to northern Ontario, I don't know how you can read what is going on in my mind and determine that I had one question. You have tremendous foresight.

**Mr. Chairman:** Thank you very much, but you have repeated yourself repeatedly and repeatedly, and you have been going on long enough.

**Mr. Martel:** Well, it has never seemed to reach the minister's comprehension as to what the shortcomings are in northern Ontario. He has tried to slough it off with: "Well, we built some community colleges in northern Ontario." He forgot to put in the other part—that he was building them in southern Ontario at the same time.

**Hon. Mr. McNie:** We are only quarrelling with one word, the word "nothing" that you use. You have your own way of expressing yourself. I happen to have visited Confederation College and Cambrian and some of the other colleges and they are, I think, doing a very fine job there.

**Mr. Martel:** No one disputes that for a moment, that isn't the issue.

**Hon. Mr. McNie:** The president of Cambrian is here listening to you now.

**Mr. Martel:** I listed a whole series of things that the government—

**Mr. Laughren:** That's the unkindest cut of all.

**Hon. Mr. McNie:** Sorry!

**Mr. Martel:** I listed a whole series of things that the government has done in Toronto.

**Mr. Reid:** The quality of the staff left a little something to be desired up there.

**Mr. Laughren:** Any suggestions.

**Mr. Martel:** You didn't indicate to me that you were building in northern Ontario the things I illustrated, such as Ontario Place. Where has one of those been built in the north? Or the Science Centre; were has one been built comparable to that? Or the funding of the museum, or channel 19.

Now there's a prime example. If you are putting in colleges in the north and some in the south; you put a channel 19 in the south, why couldn't put a channel in the north, Mr. Minister? It works both ways, doesn't it?

**Hon. Mr. McNie:** After listening to Mr. Lewis I think we have quite a bit of work to do on channel 19 before we bring one up into the north country.

**Mrs. Campbell:** I'm inclined to agree with the minister. First time tonight that I agree with him.

**Mr. Martel:** Well, northerners just might manage it better. The real issue is, as my friend from Nipissing is trying to elicit from you, what do you see as the timetable of providing funds?

Interjections by hon. members.

**Mr. Martel:** What do you see as the timetable for providing funds for outlets in northern Ontario? One year, two years, three years?

**Hon. Mr. McNie:** What would you say if I said we are working on it?

**Mr. Martel:** I'd be delighted, but that's—

**Mrs. Campbell:** Sure, in the fullness of time!



**Mr. Martel:** The fullness of time!

**Mr. Reid:** Mr. Ide told me that six years ago.

**Hon. Mr. McNie:** Six years ago?

**Mr. Reid:** Five, six years ago when we made a tour of ETV — the same thing. I asked the minister and Mr. Ide the same questions, and they were working on it then.

**Mrs. Campbell:** Well, they work slowly.

**Mr. R. S. Smith:** Obviously, the authority has a plan of development that hasn't been accepted by the minister.

**Mr. Reid:** Or they don't have a plan at all.

**Hon. Mr. McNie:** That hasn't been accepted by the government is probably more appropriate, because I have indicated on a number of occasions, including at least three references in Legislature, that a study is being done of the role of OECA, and one of the things we are looking at is the question of the way in which we are going to serve the needs, whatever these needs. This is one of the things we are looking at too — whatever these co-called educational or cultural needs of the community are.

**Mr. R. S. Smith:** But you have recommendations from the authority.

**Hon. Mr. McNie:** How the electronic media are going to do the job. Mr. Nixon had some very interesting things to say earlier about what he thought should be done, and I was listening to him.

**Mr. Martel:** Our needs will be served last, will they?

**Mr. Reid:** He has said that for five years.

**Mr. Martel:** Our needs are never as great.

**Hon. Mr. McNie:** Well, you made some somewhat interesting comments earlier about the only criterion being the number of seats. You know, there are people down in eastern Ontario who send a lot more Tories to the House than northern Ontario who might say the same thing if they were of the same mind.

**Mr. Reid:** Then they deserve your TV.

**Mrs. Campbell:** You can't win.

**Mr. Reid:** Go ahead, Frank.

**Mr. Chairman:** Mr. Drea.

**Mr. Martel:** Fame and everything.

**Mr. Drea:** Is he done?

**Mr. Chairman:** Quickly, quickly!

**Mr. Martel:** Yes go ahead. Same nonsense!

**Mr. Drea:** Mine won't be.

**Mr. Martel:** No, I am talking about the responses. They're the same nonsense I've heard for six years.

**Mr. Drea:** The three in the back row might even enjoy mine.

**Mr. Chairman:** there is only one time—and I guess it would be before last night; I think the events took place before midnight, it's now a quarter after 2.

**Hon. Mr. McNie:** What day is this?

**Mr. Drea:** There is only one time before that in any part of this Legislature I have been struck speechless, and oddly enough it was in this room. It concerned another set of estimates and that's when—I want to phrase this correctly because the gentleman is retiring—our outgoing censor sat very calmly and told me how he had approved an ad—

**Mr. Reid:** Bill Davis is quitting.

**Mr. Drea:** —that had appeared in a newspaper. At the time I said I was struck speechless, and I really was. I think most of the committee were at that time, too. But tonight, or last night, sometime before midnight, I must say I was struck speechless by the determination of the leader of the Liberal Party in what I think has to be a very historic speech, and certainly a policy speech.

Interjection by an hon. member.

**Mr. Drea:** Well, notwithstanding that part of it. But the part that pertained to modern times certainly—

**Mr. Laughren:** It was a small part of the speech.

**Mr. Drea:** No, no. I certainly have to come back to it. I think it has to be a historic moment, and certainly a matter of great policy, for I was struck with the inescapable conclusion that the leader of the Liberal Party, and therefore I presume the entire party, is bound and determined that they are going to abolish the live or the tower transmission of the Ontario Educational Television Authority.

This fascinates me even more inasmuch as the Liberal member for Nipissing is asking, and I think quite rightfully so, along with the hon. member for Sudbury East, for transmission facilities in those areas. As a matter of fact I really haven't heard of any members of any parties in this Legislature who are from areas outside the beam of channel 19, who are not actively interested, either in the English or the French language, in getting transmission facilities for educational television that will serve their areas.

So Mr. Chairman, I think we have now come full circle in this. Apparently, despite the fact that the leader of the NDP and myself, in a moment of rare unanimity—

**Mr. Foulds:** Solidarity even!

**Mr. Drea:** Solidarity, yes.

**Mr. Reid:** Birds of a feather!

**Mr. Drea:** In a rare moment of solidarity or unanimity, both of us agreed. And I think the thrust came from Mr. Ide because certainly it was that there was not only no political interference with the television authority or any of its internal operations—

**Mr. Reid:** We have been through that already.

**Mr. Drea:** But that certainly there wasn't any reason for the upper level of management to fear anything. In fact, it had been just the opposite. Sometimes I detected, I think, a bit of subconscious plaintive tone that maybe if people feel this strongly about certain aspects of educational television in government, they might enter into the communications game themselves and send up some suggestions or so forth.

But now, obviously, in terms of educational television in this province, we have a new thrust because we do have politics into it. Because one political party has, as policy, that educational television is to be confined to the classrooms; that it is to get off the airwaves. As a matter of fact, it harkens back to Miss LaMarsh, when Miss LaMarsh was the Secretary of State before the Secretary of State's office in Ottawa was subdivided into so many areas that you really don't know what it is.

In those days Miss LaMarsh was in charge of broadcasting and she vehemently opposed any type of transmission for Ontario educational television. As the leader of the New Democratic Party pointed out the other night, the Liberal education critic at that time, Mr. Reid, from Scarborough—Tim Reid—

**Mr. Reid:** What ever happened to him?

**Mr. Drea:** I don't know. I understood he was a leadership candidate but he files his papers in Paris, France. He spent a great deal of time in the Legislature saying that there really wasn't any room for educational TV.

**Mr. Reid:** He never said that at all.

**Mr. Drea:** He didn't want Ontario to do it.

**Mr. Reid:** He was worried about exactly what has happened, that is political control and direction by the Ontario Progressive Conservative Party over ETV when it suits their purpose. We have already seen that happen.

**Mr. Drea:** Obviously, if there has been any attempt by this political party to have any control over educational TV it has escaped the most vehement critics in the House, who happen to be the members of the NDP. They say it isn't so and so does their leader.

**Mr. Reid:** What about the Minister of Education directing that one particular programme? I'd say that was—

**Mrs. Campbell:** And what about the statement of policy by the minister about where they were going to go next?

**Mr. Laughren:** That is from the new head of the truth squad.

**Mr. Reid:** The particular mess, both financial and administrative, of OECA right now is symptomatic of the entire government. It has got to be directed. They couldn't have thought that mess up on their own.

**Mr. Drea:** Notwithstanding those small comments, it has always been the particular desire of the Liberal Party in this province to kowtow to whatever are the policies of the Liberal Party federally. The policies of the Liberal Party federally are now that there really is no room for educational television broadcast.

**Mrs. Campbell:** Come on!

**Mr. Reid:** Come on! Nobody has even suggested that.

**Mr. Drea:** I can quote you chapter and verse. Your leader did. If you were here about five hours prior to this, you would have—

**Mr. Reid:** That is not what he said at all.

**Mr. Drea:** —heard your leader say that it has no usefulness whatsoever.

**Mr. Martel:** Mr. Chairman, can you get a little control in here?

**Mr. Reid:** What he said was that ETV should be based directly on the needs of the classroom.

**Mr. Drea:** You weren't even here. Mr. Chairman, I don't mind being interrupted, but I don't like being told by somebody who was not here what was said by somebody who was here and I was here.

**Mr. Reid:** The Premier and others say "I heard it on the squawk box." If he can say it I can—

**Mr. Drea:** Not from this committee room.

**Mr. Reid:** —with equal justification.

**Mr. Drea:** In any event, to come back to it; it seems to me now, Mr. Chairman, that we have politics directly in the life span of the Ontario Educational Communications Authority which I think is a step most progressive members of the Legislature, who are really concerned—I stop at the second one—about education and broadcasting in this province will very much decry.

Mr. Chairman, the hour is late and my friend from Nipissing, I presume, after he has consulted with his leader may not be back. Quite frankly, I don't see how he can ask for that kind of an appropriation if we are to tear down the towers as soon as certain events take place. It would be like the election of 1934 when, we are told, the Ontario education—

**Mr. Laughren:** Don't you start reminiscing too.

**Mr. Drea:** No, no!

**Mr. Laughren:** It is unusual to see these two parties at odds. It is refreshing.

**Mr. Drea:** Not really, no.

**Mr. Laughren:** It really is, in these estimates.

**Mr. Martel:** Especially with the nine candidates in Manitoba being—

**Mr. Laughren:** Ideological parallel—

**Mr. Martel:** Especially with the nine candidates in Manitoba—

**Mr. Laughren:** Why didn't you do that in Ontario?

**Mr. Reid:** Just because one out of three is nuts, it doesn't mean all three of us should be nuts, it doesn't follow logically.

**Mr. Drea:** At 2:25, Mr. Chairman, I'd like to confine myself to the particular estimates that are here.

**Mr. Drea:** Good, don't be provocative!

**Mr. Chairman:** Don't respond then.

**Mr. Drea:** In any event, Mr. Chairman, just to come back; there was the implied threat that just as his father had been, I presume wrongfully blamed, because it was the errant onion farmer from Elgin county who in 1934 disbanded certain education facilities and certain film facilities in this province and fired them because he wanted to cut funds—

**Mr. Martel:** He fired a lot of people, didn't he?

**Mr. Drea:** —I think that that leaves a particular threat hanging over the head of people who have devoted the last few years to the growth of a system of educational television and educational broadcasting which, despite the somewhat intense and somewhat prolonged analysis or criticism in this committee, is nonetheless in the game. The leader of the NDP and I, with remarkable solidarity, agree that you are doing a very fine job.

**Mr. Reid:** You are both for state control. You're both in the same bed on the corporations and government—

**Mr. Drea:** Poor Martel needs a psychiatrist, my friend. I don't really know what you need.

In any event, Mr. Chairman, to come back—

**Mr. Martel:** He's beyond the pale.

**Mr. Foulds:** He needs a speech therapist.

**Mr. Root:** He wasn't here when his leader was talking a while ago.

**Mr. Reid:** I know what he said.

**Mr. Root:** No, you don't.

**Mr. Drea:** Unfortunately, we are going to have these little pieces of paper tomorrow. It's unfortunate knowing what he said; it's what he didn't say.

**Mr. Reid:** I know what he said and he is absolutely right.



**An hon. member:** You'll be surprised if you read Hansard.

**Mr. Reid:** I've never heard your leader condone what you said, Mr. Drea, but go ahead anyway.

**Mr. Laughren:** Let's hear from the Liberal truth squad.

**Mr. Drea:** My leader agrees with me most of the time. When he doesn't, well, in the end he comes around. That's why we get along so well together.

**Mr. Reid:** That's why you're in the cabinet.

**Mrs. Campbell:** How did you do with Mr. Roberts?

**Mr. Reid:** You know the guy who is on the hot seat is up in the front there.

**Mr. Chairman:** Let's get back to the subject at hand.

**Mrs. Campbell:** Thank you, Mr. Chairman, it would be a pleasure.

**Mr. Reid:** Talking to Mr. Ide isn't going to do us any good at all.

**Mr. Root:** Mrs. Campbell, let's whisper to him what the leader said in here about a couple of hours ago.

**Mr. Reid:** I know what the leader said.

Interjections by hon. members.

**Mrs. Campbell:** If I could just listen to this man getting to the estimates—

**Mr. Drea:** Since the very serious innuendo, or to phrase it another way, very serious implication that, if certain events ever take place, heads are going to roll, people are going to be unemployed, and so forth, all in the guise of the fact that this thing doesn't work, Mr. Ide, I would appreciate your comments on something that I'm going to read into the record. It is from Apr. 28, 1973. It's from the Montreal Gazette. Since the leader of the NDP read several documents into the record tonight, I crave about four minutes of indulgence to read this.

The headline on it—it's a newspaper article, Mr. Chairman—is "Meanwhile, Ontario's educational TV forges ahead." Again I draw emphasis to the date, Apr. 28, 1973. It is by Dave Billington of the Montreal Gazette, which is, as we all know, from the Province of Quebec, and certainly is not a local newspaper. The dateline is Toronto.

Its title is unwieldy. Its offices reek of new paint and sawdust and the staff is almost insufferably optimistic, but there can be no doubt that Ontario's educational television channel is a success. Compared to the chaotic bickering which plagues Quebec City, the atmosphere at the headquarters of the Ontario Educational Communications Authority here is disgustingly tranquil.

**Mr. Reid:** That's why everybody is resigning.

**Mr. Drea:** To continue.

The authority broadcasts on a UHF channel from 8 in the morning until sometimes midnight with a full range of programmes loosely lumped into "educational" framework.

"This doesn't mean that we have nothing but talking faces on our screen," Dr. Lew Miller, the channel's programme director hastens to point out "Education is a big umbrella and you can shelter a lot of things under it."

The quiet-spoken, almost donish Miller detailed some of his channel's work with a kind of pride that can only come from a person who is seeing his dreams come true. The kinds of things that Dr. Miller and his staff have been able to justify as educational would make some programmers of the so-called commercial television envious had they the wit to realize that intelligence does not always presuppose dullness.

Within the past month his buyers have landed the British Broadcasting Corp.'s massive series from Tolstoi's "War and Peace;" and his own production people have just completed documentaries on such varied topics as VD, "Careless Love", featuring the music and lyrics of one of Canada's more promising folk-rock singers, Murray McLaughlin; and poetry, a 90-minute special on the Montreal poet F. R. Scott—and where were you CBMT, CFCF, Radio-Canada?

"I admit we've been fortunate," said Miller, "We have only been going properly since September, 1970, but we have got a good measure of success and we've never come under serious attack except by Toronto's more acid-pen critics."

What the yapping terriers of Toronto criticism think of the OECA may satisfy readers who dislike the idea of government-sponsored TV, but the programmes themselves have picked up more than a fair

share of international TV awards, including 10 Ohio State medals, considered by most people in the industry to be the most prestigious although the Emmys get most of the publicity.

Considering the confusion which has prevailed in the federal-provincial negotiations on broadcasting, it seems almost miraculous that the Ontario government has been able to establish its educational system so smoothly. The answer probably lies in the amazing cool and aplomb of the Ontario Premier, William Davis. Davis began laying the groundwork for the OECA when he was Minister of Education and his efforts have paid off. Davis is a realist and he knew from the outset the one thing that Ottawa would never tolerate would be a provincial broadcasting agency which could be remotely tainted with politics.

While Ottawa was wrangling with the provinces, most notably Quebec, and drafting and redrafting educational television legislation under a series of governments and ministers, Ontario was building up a nucleus of programmers and planners. Finally after Gerard Pelletier abandoned his umpteenth attempt to reconcile federal needs and provincial aspirations Ontario went ahead and created the OECA as a Crown corporation.

The CBC co-operated by building an antenna, which the OECA paid for and Canadian Radio Television Commission helped out by allowing the CBC to hold the OECA's broadcast licence. This ploy satisfied the letter of the Broadcast Act and yet allowed the OECA to effectively become an independent television company.

The simplicity of the operation is awe-some when you consider the almost overwhelming self-interest, federal, provincial, party, political and commercial, which had to be placated.

Even the financing is straightforward. The Ontario Ministry of Education foots one half of the \$12 million bill, while the Ontario Ministry of Colleges and Universities picks up the other half. The corporation is administered by a 13-man board appointed by the Ontario government, but none of the appointments smack of political patronage and most of them are from the academic field.

The OECA is not, however, simply a grant-supported corporation. It can and does sell its educational wares outside Ontario, and the only stipulation is that the material cannot be commercially sponsored.

Thus, if a station in Tulsa buys an OECA package it can programme it whenever it likes, provided it is not interrupted by commercials. So far, the OECA has not earned a great deal of money, but it is building its reputation and expanding its sales staff.

Amid all this, there is one beautiful irony which should make some of the Quebec city ears burn. The OECA is the largest French-language educational television programmes in Canada, and probably North America.

Leo F. Lacroix, the supervisor of French-programming, contends that the French service will be expanded and soon he will have enough people in Toronto to produce his programmes without having to use Montreal studio facilities and personnel.

"The people of Montreal were surprised when we first went there to produce materials", he said. "They didn't know we existed. First they were astonished. Then when they found out the extent of our operations, they were angry because there was nothing comparable in Quebec."

Lacroix, an Ottawa Valley Francophone, is quite happily contemplating the future. "With a new French TV station here and expected expansion of our service when we open in the Ottawa area, we are going to get quite a colony of French talent here in Toronto," he said.

At the moment the OECA broadcasts only in the immediate Toronto vicinity, and only 10 per cent of its programming is French, but when it moves to the Ottawa area it will expand to 30 per cent in that district, and even more when it moves into the heavily-bilingual areas of northern Ontario.

**Mr. Martel:** Mr. Chairman, on a point of order, I hate to do this.

How much have you got, Frank, because you are out of order!

**Mr. Drea:** Why?

**Mr. Martel:** Because you can't quote extensively from a document.

**Mr. Drea:** Well, your leader did for two hours tonight; so wipe it off.

**Mr. Chairman:** I'm sorry that you didn't have the privilege to listen to your leader.

**Mr. Martel:** Well, I only make the point that my colleague was called out of order.

**Mr. Chairman:** Mr. Singer read a very long communication and your leader spoke for one hour and fifty-five minutes. Mr. Drea, please continue.

**Mr. Martel:** Well, I just make the point that actually he is out of order.

**Mr. Foulds:** There is a difference. The leader of the New Democratic Party scanning a document can then quote it verbatim for members.

**Mr. Chairman:** Oh, some of those memos were excellent. I can understand why you wouldn't want that on the record.

**Mr. Martel:** I only make the point, Mr. Chairman, that your colleague, the Speaker of the House, the other night ruled my colleague Mr. Burr out of order when he was reading a document, at some length.

**Mr. Chairman:** That is correct. But as far as I am concerned, this has been a precedent that has been well established in this committee, that people can read documents. It's been done by all parties. Mr. Singer read an extensive one.

**Mr. Martel:** Documents are vastly different, documents—

**Mr. Chairman:** Just because you don't happen to like this one doesn't mean I'm going to rule it out of order. You know that.

**Mr. Drea:** Mr. Lewis was reading from a document for the best part of an hour.

**Mr. Foulds:** Mr. Chairman, I would be pleased to see you call the leader of the New Democratic Party out of order and try and get away with it.

**Mr. Chairman:** Speak to your man there. He is the one that brought it up.

**Mrs. Campbell:** Mr. Chairman, notwithstanding the remarks that have been made by the hon. member, I would suggest that he continue. Everyone else has been reading.

**Mr. Laughren:** It is nice to see you united again.

**Mr. Chairman:** Mr. Drea, you have support.

**Mrs. Campbell:** Couldn't be further from the truth!

**Mr. Martel:** The only reason I really raised it, Mr. Chairman, is that you were so ready to rule me out of order a short while ago.

I hope your memory goes back that far.

**An hon. member:** That was for other reasons.

**Mr. Chairman:** I also consider the quality of the production.

**Mr. Martel:** Well, that's fine, I can't trust your judgement then, can I?

**Mr. Chairman:** This is a very fine document.

**Mr. Martel:** I can't trust your judgement then. If it's pro-Tory, it's good stuff.

**Mr. Chairman:** I'd be delighted to resign as soon as this item is finished; delighted!

**Mrs. Campbell:** Ecstatic is the word!

**Mr. Drea:** Well, may I continue?

**Mr. Chairman:** Please do.

**Mr. Reid:** We are amazed you have been able to read it all, Frank.

**Mrs. Campbell:** Oh, come on, don't goad him. Let's get on with it.

**Mr. Drea:** Mr. Chairman, I'm—

**Mr. Martel:** I hope you didn't lose your place.

**Mr. Reid:** Take it from the top, Frank.

**Mr. Drea:** There are only five paragraphs and I honestly don't know where I left off.

At the moment the OECA broadcasts only in English in the city and only 10 per cent of its programming is French. But when it moves into the Ottawa area it will be expanded to 30 per cent in that district and even more when it moves into the heavily populated bilingual areas of northern Ontario. With this kind of expansion in the works, it is not difficult to imagine OECA marketing its French education programmes abroad. And if the snowball gets rolling, Quebec will find itself trailing badly when, if ever, it can sort out its own chaos and begin a similar broadcasting unit.

Ontario has already sold one French language teaching series to Brazil and it would be tragically ironic if the main supplier of French TV teaching material outside of France should come from the dread 'Anglo enemy' in Toronto. The proposals for a new national communication policy announced recently by Pelletier will be unlikely to affect the OECA operation in any-thing but technical detail.



But one thing it might do is provide a model for other provinces to use in drafting their own legislation for provincial educational television.

I have never been a great fan of the Ontario Tories, but there can be no doubt that in their handling of this ticklish question, they have done a masterful job. They have their television channel, they have their programming and they have achieved it all without ruffling a single feather among the Ottawa pouter pigeons. Perhaps a discreet visit to Queen's Park is in order.

**Mr. Martel:** Why didn't you read that in the Quebec Legislature?

Interjections by hon. members.

**Mr. Drea:** Mr. Ide. I really think it would be kind of—although I asked you to comment—I think it would be rather presumptuous.

I want to end up my remarks tonight—will somebody protect Mr. Smith, because he did want to speak again!

**Mr. Martel:** Well, I would like to ask the minister again, with the chairman's indulgence—

**Mr. Drea:** One thing that I wanted to ask the other evening was where do you get your talent from—and by talent I don't mean the producers, the directors and so forth; not the technicians—but the people who actually would receive what is known in the trade as the talent fee? Where do you get them from?

**Mr. Ide:** Primarily we get them from members of ACTRA. We also get a number from the teaching profession, both at the school and the post-secondary level. I would think that most of our talent comes from the membership of ACTRA.

**Mr. Drea:** And this would be Canadian talent.

**Mr. Ide:** This is Canadian talent. Very, very seldom have we ever employed somebody from outside this country.

**Hon. Mr. McNie:** I might add that in the animation area, they have been making use almost exclusively of the services of Sheridan College, which I think is doing some very impressive work.

**Mr. Martel:** Notice how helpful the minister was then?

**Mr. Laughren:** Yes, I did, as a matter of fact.

**Mr. Martel:** We tried to get answers from him; but he wasn't volunteering anything—let alone answering the questions.

**Mr. Drea:** Mr. Chairman, I see that thanks to the rude interruptions by my friend from Sudbury East—

**Mr. Martel:** He was volunteering. We couldn't elicit that.

**Mr. Drea:** You know, Mr. Minister, Mr. Smith is back, but I just want to say one thing. You know, Mr. Martel has rather a crude way of putting things, but invariably, Mr. Martel does speak from the heart. Without getting into something which nobody in southern Ontario should really dare to try to penetrate—and that's to try to pinpoint any alleged deficiencies in the quality of the life in northern Ontario; I think that is for the people up there to decide—there is a need for the particular type of broadcasting that is available on channel 19 on other sectors, which is available in the metropolitan area in that area. I realize all too well that all aspects of this government are, at the moment, in a bit of restraint and short of money, but if I could throw my voice in on behalf of him—and I understand the technical difficulties. I understand the tremendous difficulties we have with that untoward bunch in Ottawa, because they don't like us and they're not particularly keen on awarding us transmitters.

**Mr. Foulds:** You are paranoid!

**Mr. Drea:** But, I think, Mr. Chairman, through you to the minister, and through you to Mr. Ide, that when we do make our application for more transmission facilities in southern Ontario, despite the fact that there may not be one available at the moment or it may not be technically feasible in northern Ontario, that we do state the case for northern Ontario, so that at the earliest time at least the technical end of the application can be serviced by the CRTC for them.

**Mr. Laughren:** That's the token support of the Tories!

**Mr. Drea:** I thought that was pretty good support.

**Mr. Laughren:** Pretty token; you sounded more like a Liberal.

**Mr. Chairman:** Mr. Smith, please.

**Mr. Martel:** Now, here's an opportunity for the minister to respond. You'll notice he doesn't take the bait, though!

**Mr. Drea:** Oh, he nodded to me.

**Mr. Laughren:** That is a major breakthrough!

**Mr. Martel:** Oh, I didn't see him, it was so slight!

**Mr. Chairman:** Mr. Smith?

**Mr. R. S. Smith:** I'm sorry, Mr. Chairman, I may have missed something while I was out, in regard to the question of northern Ontario. I don't know what Frank covered.

**Mr. Drea:** Mr. Martel raised some questions about northern Ontario and I said despite the fact that he spoke crudely, I lend him my support because he was speaking from the heart and there was a need.

**Mr. Martel:** Well, one doesn't have to bother speaking in dulcet tones; the need is obvious!

**Mr. R. S. Smith:** Well, I just want to follow up the question that I tried to get in a little while ago—and I recognize the Chairman's ruling was correct, even though I might not have agreed with it at the time. Anyway, what I was asking, Mr. Minister, was, have you had a recommendation from the authority in regard to a plan of development across the province? As I understand it, some years ago there was recommendation made to the ministry. In effect, what you are saying to us here tonight, going on the premise that the authority has made recommendations, is that you in your ministry and the Social Development policy field are looking at that recommendation along with other considerations in the setting of priorities for that development. Is that right?

**Hon. Mr. McNie:** I think that's substantially right, yes. They've made more than one recommendation, but I think what you've said is substantially right, yes.

**Mr. R. S. Smith:** What are the other things that you were looking at, insofar as development in this field is concerned, that would preclude you from accepting the recommendations of the authority?

**Hon. Mr. McNie:** I think that a lot of them have already been touched on by Mr. Ide. I think he can refer to them. Your own leader spoke to the one extreme and I think

he, if I read what he was saying, said that maybe so far as the schools are concerned the movie projector—

**Mr. R. S. Smith:** He indicated that you should reconsider the whole programme.

**Hon. Mr. McNie:** That's right. So you start at that point, and then there's video, the cassette, the whole area which ends up with, I suppose the ultimate is the network across the province—

**Mr. R. S. Smith:** But I'm dealing more directly with television network than the other considerations that—

**Hon. Mr. McNie:** —and cable of course.

**Mr. R. S. Smith:** —Bob Nixon brought in, and certainly I'm not in a position to judge on the effects of the programme to this point, insofar as its value is concerned in the educational field, in the schools particularly, because I will admit that I know very little in that area. I've never taught a day in my life. In fact, I suppose the teachers I had had some difficulty with me.

But on the other hand, I look at it from the point of view, perhaps the same way as Mr. Martel does, that regardless of the evaluation or the re-evaluation that should be made of the whole programme, I feel as Mr. Martel does, that if the people in northern Ontario are not going to be provided the same service as southern Ontario, then we are being discriminated against. I don't say this in regard to a lot of other things, but I certainly do in this area, where it's obvious that you have no development at all in northern Ontario.

**Hon. Mr. McNie:** Even talking about southern Ontario, Mr. Smith, you know in Hamilton we can't pick up channel 19. We're not very far away; but the contour simply doesn't come into the city of Hamilton. It goes around it. We're talking about a pretty large province, so it isn't only the north that's deprived of channel 19, if we use that as one dimension.

**Mr. R. S. Smith:** Yes. I'm sure that you must feel the same way in regard to Hamilton, because you must reflect the feelings of the people there as a member from Hamilton.

**Hon. Mr. McNie:** I'm sure that's true.

**Mr. R. S. Smith:** If you don't, you're certainly going to be in trouble! But I don't accept the fact that the people of northern

Ontario are culturally deprived. I think they have a different culture than the people down here.

**Hon. Mr. McNie:** That's right.

**Mr. Laughren:** The product of many years, Mr. Minister!

**Mr. R. S. Smith:** And they may well have different values. But on the other hand I will say this—and this is perhaps where I might agree with what was said earlier—the culture and the values of the people in northern Ontario have not been assisted in development by the province to the same extent as the culture and the values down here have, but I don't think it means that the people there are culturally deprived.

**Hon. Mr. McNie:** It's a question of opportunities for enrichment, whatever that means.

**Mr. R. S. Smith:** Right! It is a pretty nebulous thing.

**Mr. Laughren:** It is a pretty wide stance you're taking.

**Mr. R. S. Smith:** I can't be as specific as you can, Floyd, because maybe I don't have the intellectual capacities.

**Mr. Laughren:** Oh, listen to that.

**Mr. Martel:** You have become so humble.

**Mr. R. S. Smith:** I never did earn my living within the Colleges of Applied Arts and Technology, you know.

**Mr. Laughren:** That is their loss.

**Mr. R. S. Smith:** The basic question is that I feel that if you recognize the fact that the television network that you have started to set up is of value, if the ministry recognizes what the authority has done to this point, then it is obvious that the ministry at some time in the very near future has to come to the conclusion that the expansion of that network across the province is imperative and that it must get the funds to do it. If you don't do that then you are discriminating against those areas of the province that are paying their taxes and are not receiving the service.

I recognize that you will say, "Hamilton is in the same position," but on the other hand, you can't sit and say that too long because I am sure some of those opposition members in Hamilton are going to—

**Hon. Mr. McNie:** You may not have worked in a community college but you get to the point very quickly.

**Mr. R. S. Smith:** I just would like to find out—to be blunt about it—when are you going to make a decision on the representations that have been made to you by the authority, and when are you going to be able to provide continuation of the programme across the province? How long is this going to take, or is it going to sit in that Social Development field like everything else has for the last two years with no results?

**Hon. Mr. McNie:** Oh, I only wish they had sat there that long. They haven't, believe me; there are a lot of things that have been moving out of the field.

**Mr. R. S. Smith:** It is pretty hard to see it moving.

**Hon. Mr. McNie:** But I think the answer to that is, we'll be moving on that pretty soon.

**Mr. R. S. Smith:** What does the terminology "pretty soon" mean? Three months, six months?

**Hon. Mr. McNie:** I might suggest that the fact that there is a hearing in September means we'll have to make some firm determinations in this area, on this whole question of the role of OECA, before the hearing, if we are going to seriously appear before the CRTC. I think that is as far as I need go.

**Mr. R. S. Smith:** You mean on the application that you've already made?

**Hon. Mr. McNie:** That's right, absolutely.

**Mr. R. S. Smith:** Which doesn't entail continuation of the programme across the board?

**Hon. Mr. McNie:** No, but I think that implicit in that is that there is—

**Mr. Drea:** Sure it is.

**Hon. Mr. McNie:** I think that's implicit in the application.

**Mr. R. S. Smith:** So we can expect a policy statement from you as the minister?

**Hon. Mr. McNie:** I can't speak for the government; I can only indicate that as far as the ministry is concerned we will have done our homework: It has to pass the Social Development field—

**Mr. R. S. Smith:** I realize that.



**Hon. Mr. McNie:** —the Policy and Priorities Board, the Management Board and then cabinet.

**Mr. R. S. Smith:** And then back down and around again.

**Mr. Drea:** No, if it is pursued for a licence, obviously they are going to expand.

**Mr. R. S. Smith:** No, we are talking about the development of policy after the hearing. They are going to have the hearing in September, and depending on the results of that hearing, obviously the ministry and the policy field and everybody else who is concerned, including Mr. Fleck and the rest of them up in the Premier's office, might make a decision, and the decision might be that you'll have a policy to extend right across the province. Would Christmas be—

**Mr. Martel:** Which Christmas are you talking about?

**Mr. R. S. Smith:** But you can't pin anybody down around here.

**Mrs. Campbell:** Couldn't you do something for them up there? When you are doing the royal visit, couldn't you manage to show that up there somehow?

**Mr. Martel:** Show us the royal visit?

**Mrs. Campbell:** Yes, well, it's a start.

**Mr. Martel:** Margaret, do you realize the makeup of that area?

**Mrs. Campbell:** Yes.

**Mr. Martel:** They aren't overly enthralled, you know, by the fact that the Queen is coming to Ontario.

**Mr. Chairman:** Any further speakers on this subject? Mr. Foulds.

**Mrs. Campbell:** That's a prospect for the minister.

**Mr. Foulds:** Thank you very much. I want to stress that questions that are raised and things that I want to talk about are very brief today.

**Mr. Martel:** I hope they are not repetitive.

**Mr. Foulds:** I don't want a response either from the minister or Mr. Ide: I hope that in the fullness of time, in a somewhat Camelotian, leisurely atmosphere, perhaps the people concerned will read Hansard and take time to reply to me over the next year, so that we can

discuss these questions in a more fruitful atmosphere during these estimates next year.

But there are a couple of issues that I wish had been raised and we had been able to discuss more fully. I would like to have discussed the function of the regional councils and their relationships with the board. And I would like to know what the board does do.

**Mr. Laughren:** They would like to know that, too.

**Mr. Foulds:** How does it function and how does it see its role? Because I have a feeling, in listening and enduring these debates, that one of the fundamental flaws is not merely with the management of OECA, but with the board and the way it sees its relationship with management, and with authority, generally.

And I would like to see some serious reconsideration given to the restructuring of the board, and to the restructuring of the relationship between the board and management.

There were a number of other things I would like to have explored, including the relationship that exists between OISE and OECA, particularly in terms of research, projects and that kind of thing.

**Mr. R. S. Smith:** They both—

**Mr. Foulds:** I didn't interrupt you, Mr. Smith. I wonder if you could just extend me that courtesy for the next 3½ minutes.

I have a strange feeling that some of the people who are writing booklets for OECA and booklets for OISE turn out some of the same kind of jargon. Some of the quotations that the leader of the New Democratic Party read from various reports reminded me of the "In-Basket Simulation" booklets published through OISE. If that's the kind of relationship that exists, I'm a little suspicious of it. I would hope that it could be more fruitful than that.

I would have liked to have talked more fully and discussed more fully the videotape retrieval system. I would have liked to have really gone into a discussion of the Arts 100 programme because my elementary mathematics indicates to me that, in fact, the television approach is that particular programme is cheaper and more economical than the prorated BIU for that kind of course taught in the classroom at university. In fact, the OECA was modest in terms of its break-even point and it is at something under a three-

year run and with 1,500 students that the breakeven point comes, particularly if you use this year's BIU in that respect.

I would have liked to discuss the problems that the OECA faces in terms of royalties and residual rights. I know that that's a real problem and one that we need to solve in terms of distribution of videotapes.

I would have liked to have discussed satellite programmes a little more fully and to have got down to specifics about the relationship, for example, between that project and the communications that the authority has with the Ontario Métis non-status Indians and their station Kemowaden News, which I think would have been very fruitful.

I just want to conclude by saying I reiterate very strongly the commitment that we in the New Democratic Party have made, philosophically, to the concept of educational television in this province. The criticisms that we have made have been very strong and quite deliberate but they have been made with the desire, in fact, to save OECA from the brink of disaster that we feel they may be near.

Having said that, Mr. Chairman, I would like to move that we cease debate on this sub-item and that we adjourn for the evening.

**Mr. Chairman:** Carried?

**Mrs. Campbell:** Mr. Chairman, I am sorry, I indicated a motion—

**Mr. B. Newman:** Well, why would you stop someone else from talking on the topic?

**Mrs. Campbell:** I think that is unfair.

**Mr. Foulds:** I don't care whether you think it is unfair or not, Mrs. Campbell.

**Mr. Chairman:** This is probably my fault.

**Mr. B. Newman:** You want to cut off debate.

**Mr. Chairman:** Mr. Newman, I apologize, I thought that you were finished. I did not realize that you wanted to speak. So if you wish to speak—

**Mr. Foulds:** I am sorry, Mr. Chairman, according to the rules of the House, I put the motion and the motion must be put to the committee.

**Mr. R. S. Smith:** It is a most presumptuous motion.

**Mr. Drea:** It still is, though.

**Mr. Chairman:** All right, you have heard Mr. Foulds' motion. All those in favour? Against? The motion is defeated. Mr. Newman?

**Mr. R. S. Smith:** It is a presumptuous motion.

**Mr. Foulds:** Well, if I can respond to that, we have sat through these debates for two and a half weeks patiently and most of the questions have been thoroughly and amply aired.

**Mr. B. Newman:** So you think they have been thoroughly and amply aired? Simply because you have had your say, you want to deprive someone else of having a say. You fellows monopolized all of the say in here and then you refuse to let someone else ask any questions.

**Mr. Foulds:** Well, I agree that we have monopolized in terms of quality, and in terms of weight and quality.

**Mr. Laughren:** Give the member for Windsor-Walkerville a towel.

**Mr. B. Newman:** Mr. Chairman, I wanted to ask a few of the technical questions concerning the producing of tapes. What is the cost to produce a half-hour programme on half-inch tape?

**Mr. Ide:** Mr. Chairman, the cost is about 10 cents a minute. The cost of the tape is about \$11 for 30 minutes. So then, if you put in a dollar for the handling charges, it would cost about \$15 for a 30-minute colour programme. That is reproducing, assuming the programme has already been developed.

**Mr. B. Newman:** Right. Now, are any of your productions first put on motion picture film rather than on videotape?

**Mr. Ide:** Yes, there is a substantial amount. About 60 per cent, I would think, of the original production is on film.

**Mr. B. Newman:** On motion picture film?

**Mr. Ide:** That is right.

**Mr. B. Newman:** What is the cost to reproduce it on motion picture film, to make duplicate copies?

**Mr. Ide:** The cost to make a negative in colour, I think would be about \$200 and to reproduce it at a simple cost recovery basis would be about \$60 to \$70.

**Mr. B. Newman:** So there is a substantial difference between the two. I was simply trying to get at the fact of whether it would be cheaper to duplicate it in motion picture film for distribution where the classroom teacher could have it on file just as he would a library book, to have the tape and be able to use it at his own discretion when it suited him the most.

**Mr. Drea:** He may not have a BTR machine though.

**Mr. B. Newman:** No, he may not have it that is true, but he would have a machine that would—

**Mr. Drea:** Play the tape?

**Mr. B. Newman:** —play the tape.

**Mr. Drea:** He has got to have a BTR machine to play the tape. This is what I went through the other night. There are lots of television receivers, and lots of projectors, but in the schools there are very few BTRs that you can play a tape on.

**Mr. B. Newman:** That is all I wanted to ask, Mr. Chairman.

**Mrs. Campbell:** Mr. Chairman, I would ask that my motion be now put, that this matter be referred to a committee so that both sides of this story and all aspects of the financing can be properly investigated.

**Mr. Chairman:** Mrs. Campbell, I believe that that is not within the abilities of this committee. Our job is to study the estimates of the Ministry of Colleges and Universities, and only that.

**Mrs. Campbell:** Mr. Chairman, with respect, you are asking us to support the funding. I have indicated that I do not feel that I can be a responsible person and move that the item be reduced to one dollar. You are telling me that that is the only way that we can get some kind of reform that will help to save this thing. With what we have been through here, I think it is a tragic situation.

**Mr. Chairman:** Well, Mrs. Campbell, it's my understanding that this is not within the abilities of this committee. I am certainly sure that you can—

**Mrs. Campbell:** It can only be done in the House; is that correct?

**Mr. Chairman:** I would believe so. We are in no position.

**Mrs. Campbell:** Thank you.

**Mr. Chairman:** Mr. Root.

**Mr. Root:** Well, I was just going to say something about Mrs. Campbell's motion, but the chairman has ruled on it. However, it entails spending money and involves a number of people. So I agree with the hon. member that we adjourn.

**Mr. Chairman:** Carried?

The next meeting will have to be on the basis of the call of the Chair, when we find out when it is possible for us to meet again.

**Hon. Mr. McNie:** Hopefully tomorrow afternoon.

The committee adjourned at 3:02 o'clock, a.m.

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# Legislature of Ontario Debates

## STANDING COMMITTEE ON SUPPLY

Estimates, Ministry of Colleges  
and Universities

Chairman: Mr. S. B. Handleman

OFFICIAL REPORT — DAILY EDITION  
Third Session of the Twenty-Ninth Legislature

Thursday, June 21, 1973

Speaker: Honourable Allan Edward Reuter  
Clerk: Roderick Lewis, QC

OFFICE OF THE SPEAKER  
PARLIAMENT BUILDINGS, TORONTO  
1973



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(Daily index of proceedings appears at back of this issue.)



# LEGISLATIVE ASSEMBLY OF ONTARIO

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THURSDAY, JUNE 21, 1973

The committee met at 8:08 o'clock, p.m., in committee room No. 1; Mr. F. Drea in the chair.

## ESTIMATES, MINISTRY OF COLLEGES AND UNIVERSITIES (concluded)

On vote 2405:

**Mr. Chairman:** The meeting will come to order. We are on vote 2405, item 2, and if memory serves me correctly, because of some scheduling arrangements, Mr. Foulds had the floor on the Ontario Heritage Foundation.

**Mr. J. F. Foulds (Port Arthur):** Before we move to that, Mr. Chairman, on a point of order, is the Hydro committee meeting tonight?

**Mr. Chairman:** I believe it is.

**Mr. Foulds:** And is the resources development committee meeting tonight?

**Mr. Chairman:** Yes.

**Mr. Foulds:** Under those circumstances I don't think this committee should meet. There is no precedent for it meeting.

**Mr. Chairman:** There is no precedent for it not meeting either.

**Mr. Foulds:** And I think that we play games in this Legislature, ramming through legislation which I think is important and which will be passed before we adjourn.

It is important that we sit. We in the opposition have people at both the Hydro and at the resources development committees, which legislation must be gone through clause by clause, and in the Legislature. As Mr. Laughren has often pointed out, there will be no change of one dollar in the estimates so I see no reason why the estimates should not be held over to the fall.

**Mr. Chairman:** Well, Mr. Foulds, the other night we agreed to come back here at 8 o'clock. There was some concern, and I think it was quite rightfully expressed by you. If memory serves me correctly it was

expressed somewhere around 11:30 on Tuesday night or perhaps a little bit after midnight on Wednesday. At that time you expressed some concern about people from outside of this Legislature—

**Mr. Foulds:** That's correct.

**Mr. Chairman:** —being told to appear here, coming here in good faith and then not being called. You felt that was an imposition on these people. These people are here tonight—pardon?

**Mr. F. Laughren (Nickel Belt):** All the more reason to order your affairs more carefully.

**Mr. Chairman:** Well, our affairs are very well ordered.

**Mr. Laughren:** The chairman, of all people, should not be provocative.

**Mr. Chairman:** Now then, it seems to me the notices were sent out; it's 8 o'clock p.m. and we have commenced. From the Conservative Party there are seven members of the committee, from your party—

**Mr. E. P. Morningstar (Welland):** Well, Mr. Chairman, I came back from Welland to be here, you mentioned a committee meeting here tonight and—

**Mr. Laughren:** We are terribly impressed. He wouldn't have come back if it had just been Legislature legislation.

**Mr. Chairman:** Come on. Let's get on with the business.

Interjection by an hon. member.

**Mr. Chairman:** By the way, who are you substituting for, Mr. Laughren?

**Mr. Laughren:** A permanent substitute for the member for Parkdale (Mr. Dukszta).

**Mr. Chairman:** Mr. Dukszta, right. We have the regular two from your party. The only ones that seem to be not here are from the Liberal Party. The member for St. George (Mrs. Campbell) didn't express any

concern to me as late as half an hour ago that she couldn't be here.

**Mr. Foulds:** I didn't know that the resources committee would be meeting tonight as well. I assumed that when it was on the order paper that we would be meeting that they wouldn't.

**Mr. Chairman:** It's on the order paper that we will meet and so we shall.

**Mr. Foulds:** Then I move the adjournment, Mr. Chairman.

**Mr. Chairman:** The motion is not debatable and I'm going to put it to the vote.

All those in favour of adjournment.

All those opposed.

The motion is defeated. Shall we proceed?

**Mr. H. C. Parrott (Oxford):** Mr. Chairman, on a point of order, if I might. Have we completed the OECA?

**Mr. Chairman:** Yes, we have.

**Mr. Parrott:** That is not to be opened again?

Are all the other items then for discussion?

**Mr. Chairman:** No. We didn't finish with the Royal Ontario Museum and the Art Gallery of Ontario. The reason I thought I was being very courteous in coming back to Mr. Foulds is he adjourned in the midst of all the scheduling rearrangements while he still had things to say on the Heritage Foundation.

**Mr. Parrott:** Thank you.

**Mr. Foulds:** I would like to get it on the record that we are protesting and that we are continuing under protest. We feel we should not do this and this should not be viewed as a precedent and that we think it is, in fact, a contravention of the rules of the House. But we will continue.

All right. The Ontario Heritage Foundation. Who is on the board of directors?

**Mr. L. T. Ryan (Executive Director, Ontario Heritage Foundation):** The chairman is John Langdon. Our vice-chairman is Lancelot Smith. Mrs. Frank Ryan—

**Mr. Laughren:** Pardon me?

**Mr. Ryan:** Mrs. Frank Ryan.

**Mr. Laughren:** No relation, I assume?

**Mr. Ryan:** No. Mr. Richard Dumbille, Mr. Stuart Carver, Mr. Steve Otto, Mrs. Marian Bradshaw, Dr. Elizabeth Arthur, I don't know if I have forgotten any or not out of that list. There are 11 in all.

**Mr. Foulds:** You have eight. There are three missing.

**Mr. Ryan:** I've got eight, eh? I'm sorry; I had the list with me and I gave it away to Mrs. Campbell. I don't have a list with me, I'm sorry.

**Mr. Foulds:** I think we should subpoena, Mrs. Campbell.

**Mr. Ryan:** I have another copy of it here. Mr. William H. Cranston, Dr. J. Keith Reynolds and that was it.

**Mr. Foulds:** That's 10.

**Mr. Ryan:** Oh, yes, Frederick Wade.

**Mr. Foulds:** When was that board appointed?

**Mr. Ryan:** The board was first appointed in January, 1968, but the appointments are staggered. There have been several reappointments since that time and there have been also some new appointments.

**Mr. Foulds:** In an 11-person board there are three women?

**Mr. Ryan:** Yes.

**Mr. Foulds:** I must compliment you on the appointment of Dr. Elizabeth Arthur, who not only represents northern Ontario but is a very fine historian in the university, and a very fine woman. However, in terms of underlining some of the comments we have been making about boards, we would suggest to you as strongly as possible, Mr. Minister, that in the reappointments that take place we try to redress the imbalance in terms of sex on that board.

**Mr. D. H. Morrow (Ottawa West):** Mr. Chairman, may I ask Mr. Ryan, is not Mrs. Kay Ryan from Ottawa on the board?

**Hon. J. McNie (Minister of Colleges and Universities):** He mentioned it earlier.

**Mr. Ryan:** Yes, I mentioned her name.

**Mr. Foulds:** Yes, we have her. There are three women out of the 11.

Could we have an indication of the geographic location and a bit of background on each of these people?

**Mr. Ryan:** Yes, I'll go through the order as I have it on this list which will be a little different from what I gave at first. Mr. Langdon is our chairman; he is from Toronto. Mr. Frederick Wade is also from Toronto but he lives part of the year in Renfrew. Mrs. John Bradshaw is from Toronto. Mr. Stewart Carver is from London. Mr. William Cranston is from Midland. Mr. Richard Dumbille is from Maitland.

**Mr. Foulds:** Maitland?

**Mr. Ryan:** Yes, it's near Brockville.

**Mr. Foulds:** Yes.

**Mr. Ryan:** Dr. Reynolds is from Toronto. Mrs. Ryan is from Ottawa. Mr. Smith is from Toronto. Mr. Otto is from Toronto. Dr. Arthur is from Thunder Bay.

**Mr. Foulds:** How often does the board meet?

**Mr. Ryan:** On an average every six weeks.

**Mr. Foulds:** What is the relationship between yourself and the board?

**Mr. Ryan:** I am the executive director of the foundation. I am a civil servant.

**Mr. Foulds:** Let me put it this way. Is the board merely advisory or is it—

**Mr. Ryan:** No, it is a working board.

**Mr. Foulds:** It is a working board? And it is involved in the formulation of policy?

**Mr. Ryan:** Yes.

**Mr. Foulds:** In that you are a civil servant, you are more answerable to the board than to the ministry. How does that work? Or can the minister answer? I think the minister should answer that.

**Hon. Mr. McNie:** Well, he is responsible to the board.

**Mr. Foulds:** To the board. What is the working relationship between the ministry and the board?

**Hon. Mr. McNie:** It is an arm's-length working relationship, according to their terms of reference.

**Mr. Foulds:** I am sorry, I missed the very opening part of your remarks outlining this but is it as autonomous, say, as OECA? Is it a Crown corporation?

**Hon. Mr. McNie:** I am not sure of the exact—just a second. I thought I went through this earlier.

**Mr. Foulds:** Yes, you did. I apologize. I was a few minutes late.

**Hon. Mr. McNie:** There are so many of these.

**Mr. Foulds:** In your opening statement.

**Hon. Mr. McNie:** Item 9. I don't want to read the whole Act, which is quite lengthy, but the "foundation has the power to hold, preserve, maintain, reconstruct, restore, manage the property of the foundation; (b) to acquire property whether by purchase—"

**Mr. Foulds:** Yes, I understand that.

**Hon. Mr. McNie:** —"but subject in the final analysis to the approval of the minister, which is, of course—"

**Mr. Foulds:** What I'm trying to determine, Mr. Minister, is—

**Hon. Mr. McNie:** They're no worse than our civil service, in other words.

**Mr. Foulds:** What I'm trying to determine is the working relationship between the ministry and the board. Does the board go on its way without reference to any of the units branches, what have you, within your ministry? Does it only have contact with you when it gets into hot water, like OECA appears to do?

**Hon. Mr. McNie:** Actually, I think it's expected that we have some contact with them. If nothing else, re-addressed letters that come in to us should more properly go to the foundation to remind them that they have the authority to make decisions and they're only subject to the minister to the extent that they report through the minister to the House. That is essentially what we are talking about here.

**Mr. Foulds:** I find it a bit puzzling to have it in this ministry. I'm glad to have it in this ministry, quite frankly, but is there any conflict between the Ministry of Natural Resources which, I understand, is also involved in reconstruction, and the saving of historical sites, and the Ministry of Government Services, which puts up the blue plaques?

**Hon. Mr. McNie:** I think perhaps there are the two areas here. One is archaeology and the other is the Heritage Foundation group. They do touch on different areas. As you say, there is an overlapping in the parks



areas, which come under the Ministry of Natural Resources. They also have their own archaeologists. One of the things that we're trying to do now in working with Mr. Bernier's people is to reconcile whatever differences there are so that we have one common approach to the whole problem of archaeology.

But there is no overlap, basically, as far as the Heritage aspect is concerned because the people in the Ministry of Natural Resources are not doing the things that I started to read out.

**Mr. Foulds:** Except that the Ministry of Natural Resources is involved with a company, I believe, that has a name uncommonly like the Ontario Heritage Foundation. I believe it is called National Heritage Inc., and it's doing the construction for the Ministry of Natural Resources, Old Fort William, for example. They also have a contract, I believe, or an understanding for a contract to reconstruct at Moosonee or uncover digs and that kind of thing.

**Hon. Mr. McNie:** We're not involved in digs and that kind of thing in this area at all. Perhaps Mr. Ryan can explain the distinctions between the two, because they are two quite distinct areas. One of them is to be discussed under the Archaeological and Historic Sites Board, which is another board entirely. It is involved with digs.

**Mr. Foulds:** Before Mr. Ryan starts, perhaps I can ask him a leading question and he can elaborate. Are you then only fundamentally concerned with houses that presently exist?

**Mr. Ryan:** Yes, not reconstructions.

**Mr. Foulds:** So at Midland, for example, the shrine there would not be in your purview?

**Mr. Ryan:** No direct interest to us.

**Mr. Foulds:** Okay, the distinction is clear, Mr. Minister. And you have no contact with that company that I mentioned; I think it's called National Heritage.

**Mr. Ryan:** National Heritage Ltd.

**Mr. Foulds:** Limited.

**Mr. Ryan:** None whatever.

**Mr. Foulds:** Okay. You then don't get involved in any parklands?

**Mr. Ryan:** Yes, we do in that the foundation can receive donations of parkland to

the Province of Ontario. For example, we have a tract of 60 acres in Aurora, right in the geographical centre of the town, which was a donation two years ago.

**Mr. Foulds:** That is the—

**Mr. Ryan:** Yes, the new centre of the enlarged Aurora. It will forever remain a green space, an area of parkland, instead of being built over as originally planned. So in that sense we are preserving a park.

**Mr. Foulds:** I see that as one of the areas where you will have to sort of reconcile yourselves with the Ministry of Natural Resources. Is it going to be called a park?

**Mr. Ryan:** In this case the conservation authority is administering the property partly as a park. In two or three years' time when it is further developed the whole property will be used as a park.

**Mr. Foulds:** And it will be administered by the conservation authority, which is of course answerable to the Ministry of Natural Resources?

**Mr. Ryan:** That is correct.

**Mr. Foulds:** That is all I had on this item, Mr. Chairman.

**Mr. Chairman:** Mr. Root.

**Mr. J. Root (Wellington-Dufferin):** Yes, do you just look after buildings?

**Hon. Mr. McNie:** We can receive pieces of sculpture or art though the Heritage Foundation—anything that someone wants to bequeath—

**Mr. Root:** But you don't have anything to do concerning the heritage of the province as it relates to various racial groups, say, the Pennsylvania Dutch, who made a tremendous migration to Ontario after the American Revolution? They never got their name in history because they didn't lead any revolutions and never massacred any of their neighbours. They were builders; they went inland and—

**Hon. Mr. McNie:** That could be done under the Archaeological and Historic Sites Board, which as you know has put a great number of plaques around the province recognizing special contributions that people have made, besides fight wars.

**Mr. Root:** It has nothing to do with this vote?

Hon. Mr. McNie: No.

Mr. Root: I often think that we forget when we get into so much talk about a bicultural nation and so on — and they did make a great contribution — that there are other groups. I think of the Slavic people who went more into western Canada and were wheat growers and the contribution they made there, and the Pennsylvania Dutch or German who learned to speak English and who merged with the other group but who were builders. They built churches, schools, distilleries, mills and what have you, and cleared land for farms.

Is there any way that there is any particular recognition of the contribution these people made? If you go into any group and ask people how many of them have got Pennsylvania Dutch blood, as we used to call it, you'll find that some of their ancestors—

Mr. Laughren: Did you say they built distilleries?

Mr. Root: Beg pardon?

Mr. Laughren: Did you say they built distilleries?

Mr. Root: Oh, yes.

An hon. member: Good ones, too.

Mr. Laughren: I'll bet they would be.

Mr. Root: Yes, they were builders. They weren't wreckers. They never led any rebellions. They never massacred their neighbours. They just lived with people, they courted and married and became Canadians.

Mr. Laughren: Sounds like a commune.

Mr. Root: Pardon?

Mr. Laughren: Sounds like a commune.

Mr. Root: Oh, no, a lot of them became Baptists.

Hon. Mr. McNie: Mr. Root, I would be very happy to look into this.

Mr. Root: Yes.

Hon. Mr. McNie: I was going to say to Mr. Foulds that this whole subject of cultures has got so many facets to it that the government right now is doing an inter-ministerial study of the whole subject. Believe me, it's a massive subject because of not only the semantics of what a culture means but whether it is artifacts you dig up from the

ground, whether it's old buildings or whether it's people, as you say, whose particular traditions have made a mark on the life of the province.

There is an overlapping among the jurisdictions. For instance, the Ministry of Community and Social Services sponsored Heritage Ontario. And the parks are very much involved with some of the reconstructions that have been going on within the park areas themselves. What we are trying to do now is to reconcile all these so that these inventories and such that we referred to earlier are being prepared on a common basis and there is a clear understanding as to who is responsible. It's quite advanced now.

Mr. Root: Well, I used to talk a lot to the late Dr. Raymond. I always thought that on my father's side I was Dutch, but he said "No, you are Swiss German. You are of that background." But, I think of the contributions they made—the Reesors in Vaughan township, all up through Waterloo, the Niagara Peninsula, and in Lunenburg, N.S.—they were builders. They built the Bluenose and the Bounty. I think somewhere in our preservation of the history of this province we should realize that there are many groups.

The Indians made a tremendous contribution. Many things that we take for granted, corn, tobacco, beans, other than soya beans, and most of these things—

Hon. Mr. McNie: I think we take a lot of them for granted. To repeat what I said the other day, actually Ontario has probably done more than almost any other province or state on this continent to recognize this in the last few years.

Mr. Root: If I could go back to the first speech I made in the House—

Mr. Laughren: No.

Mr. Root: —I suggested at the time we have a pioneer village to keep the story of the development of the province.

Mr. Laughren: Two years ago.

Mr. Root: I remember talking to Mr. Frost. He said: "We will see what happens." I have a file about that thick, about the historical societies and the women's institutions. Now we have got pioneer villages and plaques and all this. I think this is very important because we are just beginning to get conscious of our heritage and the things that have been handed down. The house that I live in was built 165 years ago. They made the bricks

across the road—the Orry family. They were a Pennsylvania Dutch family, but they went into the bush and built.

**Mr. Laughren:** Has that big rock at the corner of Queen's Park Cres. and Wellesley been referred to the Ontario Heritage Foundation?

**Mr. B. Newman (Windsor-Walkerville):** They are thinking of buying it.

**Mr. Laughren:** You know, the one that was raised in the House. They dug up the big rock and the member for Scarborough East (Mrs. Birch) was so concerned about it. Remember that one?

**Mr. Chairman:** Your memory is as faulty as much of your logic. It was the member for St. David (Mrs. Scrivener).

**Mr. Laughren:** St. David. Sorry, you are right. You don't have to continue to be so provocative.

**Mr. Parrott:** He is being factual.

**Mr. Laughren:** He is provocative, too. That is not the role of a chairman. With all due respect, that is not the role of a chairman.

**Mr. Parrott:** He just set the record straight.

**Mr. Root:** Thank you, Mr. Chairman. In other words, this really isn't in this vote, but somewhere—

**Hon. Mr. McNie:** We have made a note of the fact that this is something that should be recognized.

**Mr. Chairman:** Mr. Newman.

**Mr. B. Newman:** I have nothing to say on this at all, Mr. Chairman.

**Mr. Chairman:** Carried?

Sub-item agreed to.

**Mr. Chairman:** The McMichael Canadian Collection of Art. Mr. Laughren.

**Mr. Laughren:** Mr. Chairman, the McMichael collection is certainly an admirable collection of Canadian art. I was pleased last year to see the provincial government move in and make it a corporation, I believe. Is it not now called a corporation, Mr. Minister?

**Hon. Mr. McNie:** Yes.

**Mr. Laughren:** I was truly disappointed, though, that you were so unresponsive to a request I made a year ago. You are normally

so responsive to my logical requests and this was one that you chose to ignore and I don't understand why, namely, that the McMichael collection should be taken across the province and showed to the students outside southern Ontario. I even offered you the name of the project knowing how wont you are to attach catchy little labels to your programmes, like "More Scholars per Dollars"—that was your predecessor, not you, but the ministry at least. I offered you the name, "Art in a Cart".

**Hon. Mr. McNie:** Try again.

**Mr. Laughren:** I proposed that you could take the collection across the entire province. Part of the whole problem is confining the very fine cultural assets of this province to the south. I think it really is serious. It's not unlike the OECA problem where the only channel is in the south, despite the fact that all the cultural institutions are here in Toronto, which we outlined to you, I think very specifically, the other night during the debate on OECA.

I would appreciate it if you could make some kind of commitment to take the cultural assets—not just the McMichael collection, I suppose, but that's the one we are debating right now—across the province and into the high schools and into the public libraries, particularly in eastern and northern Ontario.

**Hon. Mr. McNie:** There is nothing in the Act that I can see here, just looking through it while you were speaking to preclude that being done.

**Mr. Laughren:** Right.

**Hon. Mr. McNie:** At the risk of repeating what I said the other night, a lot of the art, or art that is akin to it, has been across the province. There have been 219 separate bookings, for instance, through the Art Gallery. The Art Gallery primarily has been doing this job across the province. Of these, there were in northern Ontario some five in Atikokan, five in Elliot Lake, four in Owen Sound, three in Parry Sound, eight in Sudbury and four in Thunder Bay.

**Mr. Laughren:** What do you mean "akin to"?

**Hon. Mr. McNie:** It should be pointed out that, unfortunately, many of the centres in northern Ontario are not equipped with the necessary facilities to handle some of these we talked about. It is question of environment. Some of these are very expensive.



With some of these new community colleges and universities it may well be that that kind of an environment can be fostered.

As you know, the first venture that is going to be made with the Festival Ontario programme is going to be made in the Soo area. The art contribution will be from the work of the Group of Seven and the painting they did in the north. I think this will be a very substantial contribution to that particular festival. It isn't being ignored by any means.

**Mr. Laughren:** But surely the major cities in the north, like North Bay and Sudbury and Sault Ste. Marie and Thunder Bay, have the facilities where the art could be displayed.

**Hon. Mr. McNie:** We would be glad to entertain invitations from any of these areas because I am not aware, and I would like to be made aware, if any of these responsible communities that you are talking about have made overtures and have been turned down.

**Mr. Laughren:** I would think the initiative should come from the ministry.

**Hon. Mr. McNie:** There are a great many communities in the province. I think that one of the things that the province feels very strongly about is that there are some of these initiatives and then we can respond to these initiatives. This is an indication of interest. There is a great deal of cost involved, and it is somewhat expensive as well as discouraging if a dozen people turn up.

**Mr. Laughren:** Was artario done through this ministry—the artario display that went out?

**Hon. Mr. McNie:** It was done through the Council of Arts which, of course, is in this ministry.

**Mr. Chairman:** Mr. Newman.

**Mr. B. Newman:** Mr. Chairman, I wanted to ask of the minister if the ministry itself, not necessarily in relation to the McMichael Canadian Collection of Art, encourages commercial organizations to display some of their collections of art throughout the Province of Ontario. I notice that Rothmans did come into my community. They had an excellent display; the attendance was really unusual. I thought it was a real contribution that a commercial organization could make to culture throughout the province.

**Hon. Mr. McNie:** They were in our community, too, and they have been in a great many communities across Canada; likewise a

great many other groups. I wouldn't want to start to single people out but there are a great many art groups, private and public, that are displaying throughout the province and encouraging local artists. This is one of the important considerations, encouraging local artists to display and, hopefully we are making it possible for them to exhibit in other communities as well as their own.

This is one of the things we are working on now. Mr. Applebaum will speak to it later when we get to the Council of the Arts, which I think would be a more appropriate field.

**Mr. B. Newman:** Yes. I was going to ask other questions but I will wait till then.

**Mr. Chairman:** The Royal Botanical Gardens.

**Mr. Parrott:** Mr. Chairman, do you want to leave the chair for this one?

**Mr. Laughren:** How is the chance of establishing a Canadian Botanical Gardens in Sudbury? That would be tremendous.

**Hon. Mr. McNie:** Most of the funding for the Royal Botanical Gardens comes from other government agencies, as you are well aware—local ones. Being a Hamiltonian, I can't resist commenting that while the largest part of the Royal Botanical Gardens will be in the new region of Burlington, the primary funding has been coming from Hamilton.

It encompasses a very large tract of land. Among other things, and I think a very important facet, it is promoting Canadian botanical inquiry and plant development. It isn't only in the rock gardens or the lilac gardens, but if one visited their greenhouses, one would know what has been done there. Our contribution, while not insubstantial, I think is encouraging, and I think we would be prepared to encourage likewise.

**Mr. Laughren:** I really was most serious about my suggestion, because it would seem to me it would almost be like a compensatory move—you like that term, compensatory. It would be like a compensating factor for the environment in the area to establish something that was unique. I am sorry, I thought you were going to respond.

**Hon. Mr. McNie:** But there are a great many areas in the province where there have been developments not unlike this, only taking more advantage of the natural terrain.

**Mr. Laughren:** What would a municipality have to do in order to get your ministry

thinking seriously about a specific area or specific project such as this?

**Hon. Mr. McNie:** I would think, obviously, one way would be to make overtures to the ministry—

**Mr. Laughren:** Through the council?

**Hon. Mr. McNie:** —indicating that—pardon?

**Mr. Laughren:** Through the council?

**Hon. Mr. McNie:** No, no, this is a direct—

**Mr. Laughren:** Through the municipal council?

**Hon. Mr. McNie:** Oh, yes, and indicating what their intent is. I think in some ways, this is an anomaly in our ministry, except that I guess it had to land up somewhere; and it's cultural in a sense. But we would be very happy to entertain any representations made by other committees.

**Mr. B. Newman:** Mr. Chairman, may I ask the minister if there would be grants made to a municipality to develop such a project, because living in the largest city in Canada south of the United States border, and having the Yankees right across from us, and having a beautiful waterfront, and having a fairly substantial and interesting and pretty and beautiful park called Dieppe Park, I am just wondering if the ministry would not assist in extending the developments such as that along the riverfront?

**Hon. Mr. McNie:** I think the obvious thing to do is to make whatever representations are appropriate. For instance, the Niagara Parks Commission, which doesn't come under this ministry, has, I think, an enviable reputation and has given Americans something to shoot at insofar as its developments are concerned. I think that it would only encourage these kinds of ventures—

**Mr. B. Newman:** It is known as the garden gateway to Canada—

**Hon. Mr. McNie:** —particularly if there are some initiatives at the local level. That's really what we are interested in—in getting some local initiatives.

**Mr. B. Newman:** So all I would have to do is advise my council to approach the ministry here with a nice pleading letter, and more than likely, Mr. Minister, your people would fall down and—

**Mr. Foulds:** Say no.

**Mr. B. Newman:** —and ooh and ah and provide them with the funds necessary to start a development like that? You didn't answer, Mr. Minister.

**Hon. Mr. McNie:** No, I didn't answer because this is the only area in which we are involved, the Royal Botanical Gardens. And we are involved in this because of the educational aspect of it, not because of the landscaping and such that's involved. If there were an educational aspect to whatever you are suggesting, I would think that we would entertain it.

**Mr. B. Newman:** Well, you don't think for one minute that a gardens duplicated like this in other parts of Ontario would not have that same educational aspect in Windsor as in Hamilton or as in Sudbury?

**Hon. Mr. McNie:** I don't know, it all depends on leadership; we are looking for that. We had a lot of leadership at the Hamilton level. They were able to do some very interesting things culturally in Hamilton on their own initiatives, and perhaps other communities could do the same things.

**Mr. B. Newman:** I would think you have that leadership throughout the Province of Ontario, except that maybe they don't have the ear of the government to get that type of financial assistance that is provided.

**Hon. Mr. McNie:** This was in here before I came.

**Mr. B. Newman:** Well, I am not saying that you put it in, Mr. Minister, I am just thinking that if the government can provide funds for the Royal Botanical Gardens in Hamilton, then there is nothing wrong with Windsor, Sudbury and other parts of Ontario asking for the same type of consideration, that's all.

There are other places beyond the "golden horseshoe" that would like to see a few of the funds funnelled their way to provide that same type of educational experience that is being provided by the Royal Botanical Gardens to Hamilton residents and/or tourists who may come into the area.

I think it's an excellent one, but if it's excellent and does just what we think it does do, then it's worth emulating in other parts of the province. Just think how nice it would work with Dr. Parr's University of Windsor there, all of that beautifully landscaped. We could probably even call it the McNie Gardens, Mr. Minister.

**Mr. Foulds:** That's far too pleading; far too pleading.

**Hon. Mr. McNie:** Thank you, Mr. Chairman.

**Mr. Morningstar:** A very good point, Mr. Chairman; we shouldn't forget Welland, either.

**Mr. B. Newman:** That's right.

**An hon. member:** We could call it the Morningstar Gardens.

**Mr. Laughren:** How about the Root Gardens?

**Mr. Root:** Well, without roots you are not going very far.

**Mr. Chairman:** Windsor already has the finest rose gardens in North America; I'm surprised you didn't mention that, Mr. Newman.

**Mr. B. Newman:** The finest?

**Mr. Chairman:** The finest rose gardens.

**Mr. B. Newman:** Well, that may be true, but you see, we like to come along and provide—

**Mr. Foulds:** Order, please. Mr. Chairman, you are out of order; that will come up in the Ministry of Agriculture and Food.

**Mr. B. Newman:** The thing is there are no funds provided by the provincial government; that's a local initiative programme. The individuals back in the community do that. We're just thinking that if we treat Hamilton in this fashion—and we don't deny that we should treat it this way—but we think that other communities should be given that same type of opportunity, that's all.

**Mr. Chairman:** Mr. Newman, I wasn't trying to thwart your project, I was simply trying to give you something more in the way of local pride.

**Mr. B. Newman:** We are the "city of roses" and the gateway to Canada.

**Mr. Root:** Just to show my friends from the north that I am not biased—in fact, I am really soft on the north and I voted out many millions of dollars to improve things in the north, for highways and all that—

**Mr. Foulds:** So are the highways soft in the north.

**Mr. Root:** Oh, you've got better highways; you should see what's in front of my place.

About 20 years ago I was in Moosonee—and I know it's not in the Royal Botanical Gardens vote—but I think there is something to be said for establishing something like that. There are many thousands of people going up to Moosonee to see what can be grown up there.

I was amazed at Moose Factory to see the flowers, the grass, and the type of growth that is there. I remember speaking about it in the House. I rubbed out clover seed, fully matured in September up there. I said, "this is grass country," and it will be; and it's developing that way.

I was interested when I was over in Italy last fall to find that there they are growing Canadian poplar trees in groves for the pulp and paper industry. They make their pulp and paper out of Canadian poplar; and they are very proud because of the rapid growth.

Maybe you have something in the Sudbury area; I see the growth is coming back as they clean up the pollution of the air in that area. But in going farther north to Moosonee, there is Polar Bear Park. When people go into those areas they get some conception of what can happen in that area.

Now, it's really not related to the Royal Botanical Gardens, but we have got to wandering around on different things we could do in different parts of the province; and I think this is a worthwhile suggestion. I really am—and I'm not kidding—I am soft on the north. When I go for holidays I like to go north; that beautiful fresh air up there and the big fish in your clear lakes and the beautiful highways you drive on.

**Mr. Foulds:** Mercury polluted, scarred by sea lampreys.

**Mr. Laughren:** Would you help us convince the minister, then, Mr. Root?

**Mr. Root:** I beg your pardon.

**Mr. Laughren:** Would you help us convince the minister we need a botanical garden?

**Mr. Root:** Well, I am trying right now. Did you not think I was making a good presentation?

**Mr. Laughren:** I am always suspicious.

**Mr. Root:** See the white whales diving out in Hudson Bay and see the polar bears up in Polar Bear Park—all of these things; great things.



**Mr. Morningstar:** Good government, great government.

**Mr. Laughren:** See the people dying in Sudbury.

**Mr. Foulds:** Yes, the government is responsible for those polar bears and whales.

**Mr. Chairman:** Anything else on the Royal Botanical Gardens?

That completes vote 2405, item 2, provincial institutions and organizations.

The next vote will be item 3, local and regional organizations. **Mr. Laughren.**

**Mr. Laughren:** I would like to say a few things and ask a few questions about the regional library system. I believe this is the correct vote, **Mr. Chairman.**

When the increased grants were announced this spring for libraries across the province it became clear very quickly that with the exception of libraries in the municipalities in the area where the minister lives, I believe, municipalities were decreasing their grants for the libraries as the ministry increased its grants. I believe the Ontario Library Association made representations to the ministry urging that a directive be sent, that the municipalities not decrease their grants to the libraries just because the ministry had increased its grants. As far as I know, nothing has been done to ensure that the increased grants that the ministry announced were actually getting to the library system across the province. Has anything been done to ensure that the municipalities did not cut their grants to the libraries?

**Hon. Mr. McNie:** I spoke to this in the House, as you recall. By way of our letter to the libraries and by way of our news release we made it clear that we felt there was a need for expanding library services but this was in a sense a relative thing. There were much greater needs in some communities than in others; indeed in some communities the library services were pretty progressive and pretty advanced.

We did an inventory and I haven't got the latest figures but **Mr. Roedde** may be prepared to speak to this. Most of the communities did, in fact, pass along the increased grants to the libraries. There were some, including Hamilton, which chose to reduce grants to the libraries to the same extent that we had increased ours. Their justification was that the per capita grant in Hamilton is as high as, or higher than comparable other communities which, really, I think was begging the point.

I went on record at the time as saying that I felt that the per capita figure, in fact, should be higher and this was one of the things we had in mind at the time. Certainly it has given some of us in the government good reason to question whether this is the appropriate time to include the library dollars among those which are to be left at the discretion of the cities and municipalities to allocate. In other words, made it unconditional.

**Mr. Foulds:** Deconditionalization is the term.

**Hon. Mr. McNie:** That's right. The fact is that we were disappointed that some of the communities chose to cut them back but in all fairness there were some communities which had actually increased their grants very substantially.

In taking heed of what the Treasurer (**Mr. White**) was saying about trying to lighten the burden of the property owner, others chose to reduce the mill rate. They did this in Hamilton and other communities very substantially as a result of this and other considerations that came from the provincial government this year.

**Mr. Laughren:** Some municipalities, not all.

**Mr. Chairman:** **Mr. Laughren**, before you ask your next question, could I have a moment?

**Mr. Minister**, it seems to me there are a lot of people in this room. This room is either frigid or it's intolerably stuffy and if anybody wants to take his coat off he will not be incurring the displeasure of the Chair. I'd much rather see everybody comfortable.

**Mr. Parrott:** Do I have your permission?

**Mr. Chairman:** We are extending to you, **Mr. Parrott**, the same privileges you have taken advantage of.

**Mr. B. Newman:** You are limiting us though, aren't you?

**Mr. Laughren:** Thank you, **Mr. Chairman**. It is nice to see you shedding your normal formal attitudes in matters like these. It's slightly encouraging.

**Mr. Parrott:** He has got another side you have never seen.

**Mr. Laughren:** I am sure he has.

**Mr. Parrott:** Oh, marvellous.

**Mr. Laughren:** I have seen indications of it, though, on occasion. It's a little frightening.

**Mr. Parrott:** Great fellow.

**Mr. Laughren:** Could you tell me, Mr. Chairman, when libraries normally start and end their year? Do they work on a calendar year or do they operate on a fiscal year which doesn't coincide with the calendar?

**Hon. Mr. McNie:** In most cases they operate on a calendar year.

**Mr. Laughren:** Calendar year?

**Hon. Mr. McNie:** This makes it difficult for them because it is some time before they know when our budget is going to be struck and what kind of money they can expect. There's no question about that.

**Mr. Laughren:** What can be done within your ministry to rectify that so that they can have some intelligent budgeting?

**Mr. McNie:** Maybe we could bring the budget down in the fall?

**Mr. Laughren:** I don't know: I am wondering what you see as the solution.

**Hon. Mr. McNie:** This is a problem. I suppose there are a number of ways and one of them is to have multi-year budgeting so that they can look more than one year ahead. This is a problem that not only involves libraries but a great many other government bodies, too, not only here but in other provinces.

**Mr. Laughren:** So you are saying that you don't—

**Hon. Mr. McNie:** No. I have said that we have a concern for it and I have been looking at different alternatives and we would welcome your suggestions as to how we might—

**Mr. Laughren:** Is it not true that the northwestern regional library system closed down because it could not count on an increased grant from the provincial government? Indeed they assumed that since there was no increase last year there wouldn't be one this year and that's why we had the system closing down with the resulting unemployment?

**Hon. Mr. McNie:** No, I think that is an over-simplification. Mr. Roedde, would you like to speak to that?

**Mr. W. A. Roedde** (Director, Provincial Library Service): Yes, the northwestern regional library board closed its cataloguing centre last year. Inadequate funding was a part of it but not the entire reason. When the increase in grants came in this year a conference was held and the view of the conference was that the cataloguing centre should not be re-established. I think that financial questions were a part of the problem with the northwestern regional library, but only a part of it.

They decided to phase out a cataloguing centre. They are quite happy, so far as I can gather, and I have talked to the former head of the cataloguing centre. They are quite happy using a commercial service for their cataloguing needs in northwestern Ontario.

**Mr. Foulds:** Who is quite happy?

**Mr. Roedde:** There were no criticisms raised at the conference.

**Mr. Foulds:** Yes, but you were—forgive me—you were misleading somebody in that the former head of the cataloguing services wasn't at that conference.

**Mr. Roedde:** That is quite true. I didn't want to suggest that she was at the conference but I did make a point of talking with her to find out how the commercial service was working out. She's in charge of cataloguing now for the city of Thunder Bay.

**Mr. Laughren:** Could I move on to something I think even more important, and that's the problem in the Province of Ontario of co-ordinating the services offered by libraries? I wonder how much longer we are going to tolerate the universities with their library system, the colleges with their library system, the high schools with their library system, the public libraries. When are you going to do something about co-ordinating not only the materials and the other attendant supplies offered by libraries today, including the electronic services and also the manpower?

There must be an enormous amount of duplication at the present time, where you have the public libraries with, I think, something like a third of their resources in children's books and material, and the schools duplicating that as well. At what point are you going to come to the realization that we shouldn't be dealing with separate little empires in the library system? It should be co-ordinated. Tying in with that, could you comment on the bibliographic banks that are being discussed now?



**Hon. Mr. McNie:** Just to deal with your first one, I think that in principle I'll agree that there is a need for co-ordinating a great many of the facilities, and when I say that, I'm speaking of the reference you made to the universities and community colleges and high schools and the public libraries.

I'm not sure whether it was at the beginning of the year that we set up a committee to work with the other jurisdictions to see what could be done not only to make these resources more accessible, but to make sure that people were able to get the resources they needed and knew what were available. This, as you may or may not know, is being done in some of the regions very, very successfully.

While the Act may separate Hamilton and Burlington they regionally have one of the most successful exchanges of books and films and such that you will find anywhere in the Province of Ontario. That was one of the reasons the regional library boards were set up.

What we are trying to do is to extend the same concept, the same principle into other dimensions, three of which you mentioned.

At the same time I wouldn't want anyone to misunderstand what I'm saying. I don't think the answer to this is a giant organization located here in Toronto that is going to be able to co-ordinate all these things through microfilm and all the other sophisticated modern resources, because I think that libraries continue to be a very local community resource when they are used to full advantage.

One of the things encouraging their use as a community resource is that they are not only talking about books but they are talking about music and they are talking about art and other amenities that are just as important in a resource centre.

The other thing is that we look at the open sector and the open academy as it's been described, we have a concern that our libraries be even better equipped and that we have a better inventory of resources. As a matter of fact we are engaged right now in doing an inventory in a number of centres of both English and French and other language books.

In talking to our friends from Britain last week we found that our libraries are just miles ahead of the libraries in the old country so far as their accessibility and extent of resources are concerned. We are starting off in this area with a great head start.

**Mr. Laughren:** Do you think there should continue to be a distinction between the high school libraries and the public libraries?

**Hon. Mr. McNie:** You are talking about different books. Maybe I should ask two of my boys to come up and talk to this because they use the libraries a lot. But the fact is that in many ways you are talking in different dimensions of reading in these different—

**Mr. Laughren:** Surely you would agree that the high school students obtain a lot of their material from the public libraries?

**Hon. Mr. McNie:** Yes, as a matter of fact my two boys use the McMaster library a great deal. So this is already being done. I only used a personal example because this has already been done and it is not being discouraged by these institutions. It isn't being encouraged enough in a lot of communities. I would agree with you. They are very possessive about their resources.

**Mr. Laughren:** Who is?

**Hon. Mr. McNie:** Some of the institutions.

**Mr. Laughren:** Don't you agree that there is an enormous amount of duplication with high school libraries being separate from the public system? Surely, the majority of books that are in high school libraries are also in the public library system?

**Hon. Mr. McNie:** No, but there is also a question of quantities. In a high school library you've got the problem of someone assigning two, or three or four books to a class of 40 or 140, depending on how many classes are involved. Their library is equipped very often to cope with that kind of a demand. There is no way the public libraries can even start to, especially when the boards of education very often don't even inform them as to what the subject of the essay is until 40 or 50 kids descend on them all wanting to get the same book at the same time before Friday.

**Mr. Laughren:** I'm talking about a situation in which the public libraries would operate in the high schools and certainly then there would be every opportunity for closer co-operation between the two systems. As a matter of fact there could only be one system.

**Mr. S. B. Handleman (Carleton):** A little union problem.

**Mr. Laughren:** No, I don't think so.



**Mr. Handleman:** You have to have teacher librarians in the high schools.

**Mr. Foulds:** If it is a school library, but if you have a public library in a high school then there would be no problem.

**Mr. Handleman:** Yes, but it can't be the school library at the same time.

**Mr. Laughren:** It wouldn't be. It would be a public library in the high school, and indeed in some cases that would be the public library in the immediate vicinity. There already is one, is there not, west of Toronto—

**Mr. B. Newman:** We visited one.

**Mr. Laughren:** —public library in the high school? Sure.

**Mr. Roedde:** If I can answer that, Mr. Chairman, the official opening of the joint high school and public library in Oakville is on Saturday and there is a joint operation of a school library in Burlington, Lambton county and Wellington county. There are several of these across the province.

I wouldn't want to suggest that the problems of co-ordination of library service and full utilization of library resources are simple by any means. I am impressed, for example, by the formation in the Niagara region of a joint advisory committee of librarians from all types of libraries. Some regions don't have this kind of co-operation and we are certainly doing our best to encourage it. I think that is the important thing.

**Mr. Handleman:** Isn't that a problem, Mr. Minister, of dividing jurisdiction?

**Hon. Mr. McNie:** It is, that is right. That is why we have to—

**Mr. Handleman:** Why on earth are public libraries under municipal jurisdiction at all? Hall-Dennis recommended years ago that the board of education, which is educational in nature as distinct from the municipality which is interested in roads and sewers, be given responsibilities for libraries. I simply don't understand the rationale of putting public libraries under a municipality. That doesn't solve the community college and university problem, but why are public libraries not administered by boards of education?

**Hon. Mr. McNie:** With all respect, Mr. Handleman, I will let Mr. Roedde speak to that. Again, there are a great many people, particularly non-educators, who would agree that one of the reasons a lot of youngsters

use the public libraries as much as they do is because they aren't part of the board of education.

**Mr. Handleman:** I am saying simply, administered by the board of education. You have split jurisdictions, obviously. I don't see how you can get co-ordination, except by a great deal of hard work, between two bodies which have completely opposite goals.

I am not suggesting that the board of education would operate public libraries in the same way it operates school libraries. I am just saying it would operate public libraries and therefore would be able to co-ordinate their space requirements, their shelf requirements, their labour requirements, their book-keeping, everything, rather than having two. You may have two more, the community colleges and the universities.

**Hon. Mr. McNie:** One of the problems that very quickly came to my attention when I came into the ministry last fall was that there were those who felt that board of education officials shouldn't even be on the library boards, for a variety of reasons I won't comment on. Perhaps, Mr. Roedde, you might like to speak to the larger subject?

**Mr. Roedde:** Mr. Chairman, the suggestion in the Hall-Dennis report was certainly considered. It wasn't a very popular idea, I must say, with both library boards and municipal councils, and it is interesting to see in the first report of the Committee on the Utilization of Educational Facilities the suggestion that the community, through various organizations, perhaps should have more input and control over the schools than the board of education should have control over public libraries.

The history of the public library goes back over a century, but traditionally the public library has been an aspect of local government or community service under a local board. I feel that we can work out the problems of co-operation with other types of libraries through inter-library loan arrangements, joint councils and that kind of thing, rather than—

**Mr. Laughren:** There is no indication of that so far, surely?

**Mr. Handleman:** The supposed reduction in mill rates arising from the increased library grants is a prime example of the fact that I don't think municipalities have this as a prime interest. They have other interests.

I think the library is a cultural institution

and I suggest, simply because the Hall-Dennis report dealt with it, that the board of education may be another cultural institution, but not the municipalities.

**Hon. Mr. McNie:** I think we, as a government, have a responsibility to help other communities get libraries, if they recognize them as a higher priority than they are recognized in some communities; and we are working to that end in a number of ways.

**Mr. Laughren:** Was there not a report called the St. John report in 1965, which suggested that there be much closer, better co-ordination among the various libraries in the province?

**Mr. Roedde:** Yes, that report certainly did but its main recommendation was for the strengthening of regional library development and—

**Mr. Laughren:** Let's examine the recommendation that there be more co-ordination among the various libraries. What has the provincial library system done to implement that recommendation, assuming that you think it is a worthwhile recommendation?

**Mr. Roedde:** I certainly think it is a worthwhile recommendation. The public library at one time served as a substitute for school libraries and when I was a regional librarian in northern Ontario, I think 75 per cent of my time was devoted to taking books to schools.

I think it was a good development to see that the schools have their own libraries, but at the same time I would agree that the difficulty is of establishing a role for different kinds of libraries—the library in the community college and the university; in the government department; the public library, and the school library—these are all very difficult areas. You may feel that we haven't made enough progress in achieving this but the St. John recommendation was for more co-ordination through regional systems.

It also suggested a provincial library council which would in some way, that wasn't too clear, have jurisdiction over different types of libraries. The provincial library council was appointed but its jurisdiction is very largely with public libraries.

**Mr. Laughren:** Well, Mr. Chairman, I am a member of the select committee that is looking into the utilization of educational facilities and in our travels about the province and in listening to briefs from interested

citizens and groups, the impression that was given to us, at least as I interpreted it, and Mr. Newman and Mr. Foulds are both members of that committee as well—

**Hon. Mr. McNie:** Don't overlook me.

**Mr. Laughren:** And the hon. minister once was before he reached the highest stratosphere—

**Hon. Mr. McNie:** When we made those visits.

**Mr. Foulds:** Until he was demoted.

**Mr. Laughren:** Until he was appointed executive assistant to Dr. Parr. The impression that I got certainly was that the main stumbling block in co-ordinating the services of the various libraries was the library system—not the schools, not the colleges or the universities but the libraries themselves in the provincial library system.

**Hon. Mr. McNie:** Well, I might say that comes with more than a little bias from somebody who comes from the teaching end of the business.

**An hon. member:** The complaints weren't from teachers.

**Hon. Mr. McNie:** No. No, but you weren't visiting the libraries, you were visiting primarily the schools, or may I say we were visiting the schools, more than the libraries. How many libraries were we in?

**Mr. Laughren:** You mean to say you didn't get that information from the briefs?

**Hon. Mr. McNie:** How many libraries were you in?

**Mr. Laughren:** Are you suggesting that was not the tone of the briefs?

**Hon. Mr. McNie:** How many libraries were we in?

**Mr. Laughren:** Well, that's the problem. What we are talking about here is not how many libraries we visited, or not whether or not I have a bias, or Mr. Newman and Mr. Foulds—

**Hon. Mr. McNie:** Everybody agreed to the need for co-ordination. The question is who is going to co-ordinate with whom.

**Mr. Laughren:** Well, I would suggest that without the thrust behind the provincial library system in this ministry, it won't matter how enthusiastic the schools are.

**Hon. Mr. McNie:** We have been encouraging it and as Mr. Roedde said, and made specific references to, we have made a great deal of progress in some areas or communities—

**Mr. Laughren:** Are you suggesting that that high school out—was it at Oakville?—where they have a joint library but it's really like two little libraries under the same roof where they check out books separately—

**Mr. B. Newman:** Two little kingdoms.

**Mr. Laughren:** —two little kingdoms, under one roof—is what you envisage as an exciting new library system in the province?

**Hon. Mr. McNie:** But there are a great many difficult dimensions in this. I mentioned that the regional system in our own area has in many ways been able to achieve this co-ordination. I'd be very happy to send you a copy of the latest report of their activities in these areas because it's only as you see the number of films and books that have been exchanged from community to community that you understand what co-ordination means.

You are talking about whether or not we need two particular facilities rather than one facility in a particular community.

**Mr. Laughren:** I don't think you are conceptualizing the problem, Mr. Minister.

**Hon. Mr. McNie:** You are conceptualizing I'm trying to be more pragmatic and really looking at the kind of problems in making it work—the king of problems we have faced in trying to open some of the schools in the evenings when libraries are open, not only for children; and you have been speaking to children mostly, when we are concerned with adults and adult reading and the kind of books that are available in a public library and which aren't available, for the most part, in our high school libraries as you refer to them.

**Mr. Laughren:** Could I ask, then, what programme the ministry does have to co-ordinate the library service in the province? I'd be very surprised if there were any allocation of funds in these estimates to accomplish that. To what extent are you moving forward into the schools, if you are serious about it? To what extent are you having dialogues with the colleges and universities, not only to make them more public but to co-ordinate their services among each other as well?

**Hon. Mr. McNie:** Well, there was a great deal of time spent earlier in our debates here, and I don't want to revert to an earlier vote, discussing one library that was co-ordinating it through somewhat sophisticated machinery and in a very sophisticated building—talking about universities now.

**Mr. Laughren:** You are talking about the Roberts Library?

**Hon. Mr. McNie:** That's right.

**Mr. Laughren:** If I were you I wouldn't want to open—

**Hon. Mr. McNie:** No, no, but there is a great deal of work throughout the building—there is a great deal of work being done in that area to make available to libraries throughout the province, the resources that hitherto had not been available to them.

**Mr. Laughren:** But it is an inescapable fact that at this point in time the universities are separate, the college libraries are separate, the public libraries are separate, the high school libraries are separate—

**Hon. Mr. McNie:** Yes, sure.

**Dr. J. G. Parr (Deputy Minister):** At the risk, Mr. Chairman, of mentioning the word "committee" I might point out that a few months ago we did set up a very small task force of people from the ministry and involved in the public library system, the college system and the university system, which is continuously working on its own library co-ordination, to see if those three functions could be drawn together. I must confess that the school system is not incorporated at this stage, but perhaps it would be a little premature to do so anyway. The kinds of thoughts that you are expressing I think are within the terms of reference of this committee which is beginning work.

**Mr. Handleman:** Dr. Parr, not every community has a community college—

**Dr. Parr:** That's right.

**Mr. Handleman:** —not every community has a university but they almost all have a school and they all need library services—whether they are near a community college or a university or not. I must come from a very enlightened part of the country and I know when the committee goes to eastern Ontario, it goes to Ottawa.

I don't know why they have this Ottawa mania, but if they had gone to Carleton they



would have seen the kind of co-ordination that you have between a public library—which covers over 2,400 square miles—the public schools and the high schools. There is a straight open policy of the board that shelf space shall be provided to any group which is interested in providing public library services in the evening.

That doesn't mean the two libraries are co-ordinated. But the public library and the school library use the same space. Now, we still have this little union problem that I mentioned before and they can't get by it—

**Mr. Laughren:** That's because it is not all public library.

**Mr. Handleman:** That's right. So it can be done, but I don't think it can be done on a province-wide basis when you have split jurisdictions. It takes initiative from one or the other of the groups—

**Hon. Mr. McNie:** But, this gets back to the regional area again. This is where we feel the big progress is to be made—in the regional area.

**Mr. Handleman:** But, you've ignored the elementary and high schools in your co-ordinating efforts.

**Mr. B. Newman:** Right.

**Mr. Foulds:** And if I may interject, your definition of "region" in the library system is different from your region when you talk about regional municipalities.

**Hon. Mr. McNie:** The libraries have their own regions, that's right—

**Mr. Foulds:** That's right.

**Hon. Mr. McNie:** —and they've chosen, at least to date, to ignore the other regions.

**Mr. Foulds:** As have the regional health boards.

**Mr. Parrott:** Mr. Minister, who would control the funds for a new building? Is that directly a municipal decision?

**Hon. Mr. McNie:** That is municipal.

**Mr. Parrott:** Is there any grant there?

**Hon. Mr. McNie:** There are moneys available on a loan basis.

**Mr. Parrott:** But you don't get into the funding of the building itself very much. It is entirely related to books, would you say, then; or to films and such things?

**Hon. Mr. McNie:** We make funds available to be used at their discretion. Is that right?

**Mr. Roedde:** Yes.

**Mr. Parrott:** I, too, am concerned about this co-ordination because I think we have probably got as bad an example as it is possible to find. We have got the county library and the city library within, I guess, three building lots of each other. How could there be any possible value in that kind of system if we are talking about co-ordination? They both have physical space, they both have the same books. I don't see any co-ordination there.

**Hon. Mr. McNie:** Do you want to speak to that, Bill? I think that perhaps Bill could speak to that.

**Mr. Roedde:** I have certainly been interested in this problem and, of course, in particular the building of the two library buildings in Woodstock. I think it will be answered only when we do clarify this question of jurisdictions.

I do think that the situation now with the school boards, the many municipalities, the regional governments, the counties, and some of the county libraries in the municipalities served by one board and some not, presents an extremely difficult situation in terms of getting co-ordination.

If there had been one authority for Oxford county, instead of having a separated city in a county, I would imagine they would have gone together on a Centennial building and not ended up with buildings half a block apart. I think it would have been in the interests of library service to do that. But you did have separate jurisdictions and they went their own way applying for Centennial grants with one building an addition and one building a new building.

I understand that Oxford is already talking about some kind of consolidation of municipal organization. I don't know what will become of that but I think the answer does lie in that kind of development.

**Mr. Parrott:** Then, you are saying that this kind of co-ordination has to be within the municipality or within the structure of the municipal government, rather than within the ministry itself, because they have the only tools to control it.

I guess I was really in error. We have three libraries, when I think about it, within four building blocks. Across the street is the high school library. You know, it is probably the

prime example of this lack of co-ordination—would you agree that it is close to it, at least? You talk about co-ordination, but don't you really have to come back to the fact that it is a municipal problem and can't be dealt with at your level?

**Hon. Mr. McNie:** We can encourage this and have encouraged it, and we are going to continue to encourage it. We hope to have a conference of people of whom you are speaking, who have a common interest.

But, there is no getting away from it, that one of the big problems is what we might describe as the possessiveness of groups? We find it in even the smaller towns. I had a letter today cross my desk from one of our members; it doesn't matter which party it came from. He had heard that the county libraries were going to be done away with and this was of great concern to him. It is not true, but this is what he had heard.

Some of these county libraries, and Bill will bear me out, have been doing a tremendous job, a far better job really than some of the schools would have been able to do because of the leadership. They have people heading them up who understand the community better than many of the teachers, who are committed to getting books out and don't care how long they stay in the evenings or how long the hours are on Saturdays, and such.

**Mr. Parrott:** Would you go so far as to suggest that perhaps one of the problems of the library is to have it reasonably available to the people so they don't have to travel 10 miles to pick up a book?

Perhaps one of the ways that you could suggest co-ordination is to be a little more reluctant to give approval when you see problems arising because the libraries are physically close together. You can't control the grant of the building, I understand from your answer. But there would be no sense whatsoever in allowing these libraries to be very close together when they could be diversified within the county. You could, perhaps, force some co-ordination by saying that there has to be a physical amount of space between two libraries—be it the board of education, be it the county system, be it the municipality.

**Mr. B. Newman:** You couldn't have it with the board of education because you may have two schools and each school is going to have a library.

**Mr. Parrott:** That's right, but that's controlled by space because you are not likely to put two schools close together.

**Mr. B. Newman:** You could have an elementary school and a secondary school, and you are going to have, as you do have now, libraries in the elementary schools and we certainly wouldn't want to remove them under any circumstance.

**Hon. Mr. McNie:** We have high schools right across the street from one another—separate schools and Protestant schools, both of which have libraries, let alone the fact that we also have a public library.

**Mr. Laughren:** Since I assume that this is something you are interested in rectifying, could you—

**Hon. Mr. McNie:** Let me talk about what we are interested in before you infer something from what I'm saying. I'm saying that we should provide the very best service we can and get as many resources available as we can—and varied resources available to the community, and used. Sometimes what's available and what is used are two different things, and there is plenty of evidence to suggest that, depending upon the initiative and the imagination of the people who are running these places. That includes the school libraries, I might suggest.

**Mr. Handleman:** You would get much better use, Mr. Minister, if you could avoid the situation that comes up so frequently in the schools where a teacher calls the public library and says, "I'm going to assign something and my students are going to descend on you for this reference work," and another teacher assigning the same thing doesn't call. This is what I'm saying, that you have different jurisdictions.

I've often thought the director of education should inform his teachers to make sure that they are not going to drain the library facilities by all assigning the same thing. Kids come to the library and they can't get the books, because there are too many of them out. But if you had one jurisdiction handling this, I think it could be much more easily co-ordinated. I don't think you are ever going to get perfection, but it might be better.

**Mr. Laughren:** But there is every indication that the ministry is not even heading in that direction. Is it not so that the Council of Ontario Universities, that august body, has requested funds to establish an automated

bibliographic bank among six of the universities in the province?

**Dr. Parr:** They have requested some funds for a study in that area, which is currently being considered by the ministry. It was because of this, similar sorts of interests among the colleges, and concerns among the public libraries, that I was able to mention to you a moment ago that the three facets have been asked to talk to each other. So this might be done in a more co-ordinated way than I think you're suggesting.

**Mr. Laughren:** But is it not so that they are not willing to ensure that the bibliographic bank be open and accessible to all sectors?

**Dr. Parr:** I don't think they have said they are unwilling.

**Mr. Laughren:** Are there six universities that are interested in establishing this?

**Dr. Parr:** I don't know in the first instance how many there are. I'm sorry; I can find out.

**Mr. Laughren:** I understood there were six; I don't have which six they are, but there were six. Three other universities were interested in going along with the project and they were told no, that the original six had the market cornered on it as a pilot project and that they wouldn't be included.

**Dr. Parr:** I think it would be too premature in the discussion to accept that as the final decision.

**Mr. Laughren:** Why would you be giving that active consideration in the ministry in the first place? Are you not also considering an Ontario bibliographic bank?

**Dr. Parr:** The reason we are giving it consideration is because the Council of Ontario Universities put this forward as a proposal which it thought would be beneficial to the university structure as a whole. It was certainly not going to be written off out of hand and it is being considered.

**Mr. Laughren:** But the university community as a whole should not be distinct from the community as a whole.

**Hon. Mr. McNie:** It isn't distinct from the community as a whole.

**Mr. Laughren:** Tell the universities that. They don't believe that.

**Hon. Mr. McNie:** You are trying to put words in our mouths. We would like to see this co-ordination.

But what are you suggesting? Who do you suggest run this co-ordinated system? The board of education?

**Mr. Laughren:** No, I am saying—

**Hon. Mr. McNie:** Who is going to run it at the municipality level? I'm interested in your suggestion. Forget about the facilities. Just talk about how we are going to make these resources available to the community.

**Mr. Laughren:** You are jumping to the end of the argument first.

**Hon. Mr. McNie:** That isn't the end.

**Mr. Foulds:** It may just be the beginning, Mr. Minister.

**Mr. Laughren:** Why would you add a bibliographic centre for the universities alone—not the colleges even but for the universities alone? Probably some day there will be one for the colleges themselves and probably some day one for the high schools. At the same time you are actively considering an Ontario bibliographic bank, I understand, within your ministry as well. What sense does it make to be considering implementing these bibliographic banks that will further segment or balkanize the library system in the province?

**Hon. Mr. McNie:** Have you any conception of the scope of the library services available in the universities themselves and the difficulties of accomplishing the co-ordination you are talking about? I think it's commendable that the universities are working to the end of making these resources available to one another.

**Mr. Laughren:** Are you saying that you see something valid in having the universities operate the university libraries and the public operate the public libraries?

**Hon. Mr. McNie:** No, we are just saying that you have got to start somewhere, you know.

**Mr. Laughren:** It has already been started.

**Hon. Mr. McNie:** The difference between our position and your position is we have got to encourage it and, hopefully, encourage these autonomous institutions, whether they are universities or whether they are high schools or municipalities, to move to



these ends themselves, and to that extent we are.

**Mr. Laughren:** Nonsense.

**Hon. Mr. McNie:** What are you suggesting then?

**Mr. Laughren:** I am suggesting that both the chairman and the minister shouldn't be provocative at the same time. I am asking you what it is within the ministry that's being down to ensure that the present situation isn't strengthened in terms of the separate empires that are being operated in the library services. Secondly, how can you say that you are interested and concerned in working on co-ordinating a library service in the province when you are giving all these active considerations to the separate bibliographic banks? It would seem to me that that would be just a further way of balkanizing the whole system rather than meshing them together.

**Hon. Mr. McNie:** Did you say messing them together or meshing them together?

**Mr. Laughren:** Meshing—there you go again.

**Hon. Mr. McNie:** We won't accept that. We are working toward the end of co-ordinating these services. There are great strides being made and the library people feel that there are great strides being made.

**Mr. Laughren:** Is there any indication of this? How can you tell us that?

**Hon. Mr. McNie:** I have tried to tell you, but you won't accept the fact that there are. You want every dimension at the same time. I am telling you one of the first things we have been able to do is to get the libraries in a number of communities to use their resources and to reinforce one another. There are great strides being made in that end but you want to throw all the boards of education and the universities and community colleges into this mix all at the same time. I am suggesting that whatever the theoretical advantages of it there are certainly impracticalities to doing this all at once, because they involve people who have other ideas as to—

**Mr. Laughren:** I am not suggesting it be done all at once.

**Hon. Mr. McNie:** —when and how they should be done.

**Mr. Laughren:** You are not being fair. I didn't say it should be done all at once.

Would you envisage an Ontario bibliographic bank or centre as being one way of unco-ordinating the various jurisdictions?

**Mr. Roedde:** I think it is really too early to say what we might expect of an Ontario bibliographic bank. It depends on the definition. A bibliographic bank is primarily a catalogue. It facilitates interlibrary loan. This tends to bring libraries together and increase utilization of resources. However, we do have a great deal of interlibrary loan based on regional library systems and on the national library.

The question of just how an Ontario bibliographic bank or bibliographic centre might relate to these other developments, to regional cataloguing centres, to the national library, the national science library, is something that I don't think I would care to get into tonight.

**Mr. Laughren:** Is there a direct relationship between a bibliographic centre for the province and a method of centralized cataloguing or processing?

**Mr. Roedde:** Yes, there is.

**Mr. Laughren:** Would you launch a province-wide system or centralized cataloguing processing without a bibliographic centre in the province?

**Mr. Roedde:** I don't think so.

**Mr. Laughren:** So the two are closely related?

**Mr. Roedde:** Yes.

**Mr. Laughren:** Have you done any estimates as to the extent the resources within the library system would alter if you had a centralized cataloguing and processing system, in terms of the proportion of money that would go into salaries and services, as opposed to the money that would be spent on material within the library system if you were to switch over?

**Mr. Roedde:** Insofar as there have been studies like that in other jurisdictions, the saving isn't all that great. For one thing, the bibliographic information is more sophisticated and it encourages more interlibrary loan. The catalogues are better than they were before and so on. You have catalogues in libraries that didn't have catalogues or had inadequate cataloguing. To be able to do a before-and-after study, showing, say, less time going into cataloguing costs, is very difficult.

**Mr. Laughren:** Is there not a jurisdiction in Europe where they already have centralized cataloguing and processing and has not that system greatly enhanced information?

**Mr. Roedde:** Yes, the Scandinavian countries have made great strides in this. Theoretically, I am all in favour of this kind of development. I think there are special problems in this connection in Ontario.

**Mr. Laughren:** I am not intimately familiar with the system in the Scandinavian countries. Do they have separate jurisdictions for their libraries there between the colleges, the universities and so on?

**Mr. Roedde:** Yes, they are really quite separate. Perhaps the jurisdictions aren't as separate because they don't have school boards or library boards. For instance, in England the schools, libraries and some of the community colleges are all under committees of the county council, I think in the Scandinavian countries there are relatively few library boards but many of the bibliographic services tend to be separate for the public libraries, because it is a different area of service compared to, say, the university libraries.

**Mr. Laughren:** I am a layman in terms of libraries and the services they offer. In the job that I have now, for example, I have often gone to a library to attempt to obtain research material for a speech or for something I am working on and have found it an incredibly ponderous process to get information. When I do get it, it tends to be in a form that's terribly awkward to work with. For example, if I wanted to do a major paper on sex discrimination, I end up with all sorts of—

**Mr. Handleman:** Garbage.

**Mr. Laughren:** —large books. Mr. Parrott has probably gone through the same thing.

**Mr. Parrott:** I have read most of that literature. Can I help you?

**Mr. Foulds:** He has read all that is available in his riding.

**Mr. Parrott:** That is southwestern Ontario.

**Mr. Laughren:** It seems to me that we desperately need something available to the people in this day of exploding information. To continue on the old system is just ludicrous.

**Hon. Mr. McNie:** I think it's just as ludicrous to pretend that we are pursuing the old system, because that ignores the advances which have been made in the last decade.

**Mr. Laughren:** I'm sorry you said that because I would like to have asked Mr. Roedde, and now he's intimidated by your comments and will not be able to say that, indeed, the system is not changing in a sophisticated manner, utilizing the technology that's available.

**Hon. Mr. McNie:** That's just simply not true. Tell them about what's being done in our itinerary—

**Mr. Laughren:** Don't be intimidated either, Mr. Roedde. You can go ahead.

**Mr. Chairman:** Nobody is intimidated in here.

**Mr. Laughren:** You'll have ministerial clemency or what do they call it?

**Hon. Mr. McNie:** That is one thing I haven't found in the ministry yet.

**Mr. Chairman:** Nobody is intimidated.

**Mr. Laughren:** Don't be too sure, Mr. Chairman. Look at Mr. Roedde.

**Hon. Mr. McNie:** He is just shaking with laughter.

**Mr. Roedde:** I would simply like to say that we have made progress but we've got a long way to go in the area we've been discussing recently. It's a very difficult area and I am certainly not the most competent to get into it. But, I'm confident that we will be able to make increasing progress.

**Mr. Laughren:** Mr. Roedde, I cannot think of any way you could have said it better.

**Hon. Mr. McNie:** Like the rest of us, he's admitted there's room for improvement; isn't that right? That's right.

**Mr. Laughren:** Give the man a raise! That's all, Mr. Chairman.

**Mr. Chairman:** Mr. Handleman?

**Mr. Handleman:** Mr. Minister, I have asked most of my questions by way of interjection—

**Mr. Laughren:** I noticed that.

**Mr. Handleman:** —but I wanted to ask—I agreed with you on most things, did you notice that?

**Mr. Laughren:** I appreciated your support.

**Mr. Foulds:** We are beginning to worry about it.

**Mr. Handleman:** Do you have a special grant system for bookmobiles or does this come out of the straight per capita and municipal grants?

**Mr. Roedde:** There are no special funds. It's a formula grant for local libraries: \$1.35 per capita; for regional libraries, 40 cents per capita plus \$2.50 per square mile. The additional costs in northern Ontario are recognized by the square-mile grant. There's also a special grant category this year for bilingual library costs and a number of other projects. I don't believe that there has been a special grant for the purpose of bookmobiles.

**Mr. Handleman:** Is the square-mile grant given to local public library boards or to the local municipalities or to the regional boards, or both?

**Mr. Roedde:** It's just the regional libraries.

**Mr. Handleman:** Just the regional libraries. Do you know whether the regional libraries, in fact, operate bookmobiles or are these all done by local boards?

**Mr. Roedde:** Some of the regional libraries operate a bookmobile which is more of a delivery vehicle. It goes to a small library and the local library committee selects books for its local library and exchanges them every few months. The direct service bookmobile is largely an urban phenomenon. It's operated by the big cities in the suburbs, and not very much in the—

**Mr. Handleman:** That is completely anomalous. The places which need the bookmobiles are the rural areas, the small hamlets which don't have permanent public library buildings. This has been my complaint with the bookmobile programme ever since it was introduced in my area.

First, they wouldn't go to the schools because that would bring them in too close contact with the schools. The rural kids who get out of school, get on a bus and go home. The bookmobile arrives at the local church or the local store and hooks in its electric plug but by that time the kids are long gone. I could never really understand why bookmobiles did not serve the schools, after

school hours but before the students got on the bus and went home.

I live in an urbanized part of Carleton. I'm within three miles of a good public library. I don't need the bookmobile but it comes. Certainly, the whole concept of the bookmobile was to serve people who weren't within convenient driving or walking or public transit distance to a public library, which obviously can carry a great deal more in variety and titles than a bookmobile ever can.

Is there anything being done through your ministry to try to encourage bookmobiles to serve the rural areas rather than the urban areas?

**Mr. Roedde:** I can't say that there is. The eastern Ontario regional library system, which is entirely funded by the provincial grant, did purchase a bookmobile for use in rural areas. It was loaned first to the Stormont, Dundas and Glengarry county library and now is serving a pilot project in a rural area of Leeds and Grenville. This is something along the lines that you've indicated.

On the other hand, a number of the county libraries have disbanded their bookmobile service on the grounds that the main demand is for permanent locations. The small villages and hamlets want permanent libraries and because the school libraries have developed to a great extent, they found a falling-off in demand for the bookmobile.

The bookmobile would arrive at a corner and, at one time, the children would swarm out from the schools. Now the children are borrowing books from the school library and taking them home, and libraries no longer find the demand for the bookmobile service. Many of the county libraries have sold their bookmobiles and operate only branches.

It's difficult for us to know the needs of a particular county well enough to advise it. I think we're leaving it up to the counties to decide, as a library board and staff, on the best means of service.

**Mr. Handleman:** My area, of course, doesn't have a county; it has a regional municipality. The eastern Ontario regional board, as you know, encompasses a great deal more than the regional municipality of Ottawa-Carleton. There are many small hamlets and farm communities where you may only have 30 or 40 families, who are not being served at all. I'm not just talking about the children. The adults don't have access either.



I remember many years ago, I was a strong supporter of the Nepean public library system, because they promised bookmobile service. They still have it but they're serving the urban areas and I've been very disappointed in that. It seems to me that when you talk about cultural deprivation it doesn't exist only in the isolated communities of the north but in many of our rural communities in southern and eastern Ontario.

**Hon. Mr. McNie:** What do they say to you when you bring this to their attention?

**Mr. Handleman:** They simply say that it's a question of funds and, of course, the urban areas are the ones which have high populations. There's no question about the needs of the urban areas; I'm not saying that they shouldn't be served. But if you're constantly building library buildings with sites and architects and all the things that go into them—instead of using the sites and architectural space that are already available in the schools—I don't see how you can provide these services. It's expensive duplication, Mr. Minister.

I know that noses are out of joint. I have discussed this many times and I've heard the objections of the professional library people to being incorporated in the school system, and I accept their reservations. They say it is not the same concept and I accept that.

I'm just looking at this business that we're talking about, concerning joint use of school facilities by different boards. I think there's just as much philosophical difference between the separate and the public school boards as there is between the public school boards and the library boards. I think they can be brought together.

In any case, I though I should mention that. I assume we're not to discuss anything else in the item, because I wanted to speak about local museums and maybe somebody else wants to speak on it before me. We weren't dealing with it line by line, anyway.

**Mr. Chairman:** Mr. Newman?

**Mr. B. Newman:** Thank you, Mr. Chairman. I wanted to mention to the minister—he is fully cognizant of the problem as a result of his being on the same committee that four of the members of this committee are on; that is, the utilization of educational facilities committee—one of the things that really disappointed me was the fact that the people involved in the public library system in the various communities that we visited, did not seem to take advantage of the opportunity

to provide us with some input as to the greater utilization of their own facilities, and how their facilities could mesh in with the colleges, the universities, the elementary and the secondary school facilities.

I thought that they probably should have come in there and enlightened us a bit. By their absence one was left with the impression that maybe they weren't interested and maybe the library facilities should be under the jurisdiction of boards of education. Maybe they were afraid to come because their presentations might convince us that this is where library facilities should lie.

I'm not of the opinion that that is the place but I do think that there should be a lot more co-ordination between all five levels—the two post-secondary levels, the community public library system and the elementary and the secondary libraries which are presently constituted in most municipalities, maybe not all.

**Hon. Mr. McNie:** I think all of the reasons you have suggested or all of the possibilities are present in one place or another. I don't think there was any constancy. I can remember at Lambton we had one person appear who was a very forceful spokesman for the library system.

**Mr. B. Newman:** Yes, that's right, but we didn't get enough input from the whole library system.

**Hon. Mr. McNie:** No, that's right. I think there's no question that in many communities they regard themselves as apart from the school system for one reason and another—I think we also agreed, too much so in many instances. There is a great need for better co-ordination of services for reasons of convenience for the students. I don't think we've mentioned the readers; I guess that's implicit in all of this. Sometimes we get the feeling that, maybe, they come too late in the system. They have too many other considerations possibly; there is still the convenience of keeping the place open and, as you mention, accreditation and such.

**Mr. B. Newman:** Likewise, you can recall, Mr. Minister, we visited one community in the province that, on the day that we were there, the libraries were closed and it sort of did strike one strange why, on that given day, they should be closed. Maybe it was a financial problem.

**Hon. Mr. McNie:** I also remember going to one school where we walked in the front door and there were a great many books

exhibited, and there was a sign right over top, "Please do not touch."

**Mr. B. Newman:** Yes, that's right. One thing that did impress me was when we visited the library downtown in Stockholm, Sweden—on the lower level, I think it was—to see the new concepts that they have developed concerning what a library should contain and the way it was used by the community.

I was most amazed to see that even in the library they didn't necessarily hang up "Quiet, please" signs. You had an area in which people were engaged in the playing of chess, which I think is excellent. I see a role for this type of thing in libraries. You had the electronic section; you had the area in which children could be, not necessarily entertained, but provided with some type of learning.

I am just wondering to what extent the ministry encourages innovation; or do you leave that entirely up to the local libraries?

**Hon. Mr. McNie:** I don't think you have to go to Sweden to find this. I can think of one place not too far from our own community where you would find exactly the same thing if you were to go there. They are playing chess and they are listening to music and they are reading books. We are doing far more of this, and perhaps we have been faulty in not communicating some of the advances that have been made in our own system.

**Mr. B. Newman:** You see, the reason why I make mention of this is because when we did have the public meetings, none of the librarians cared to come along and tell us how innovative they were and the new concepts they were using. I think that they should have informed us. After all, we are the ones who did come down with the report. We want to provide for maximum—I shouldn't say maximum—but greater utilization of educational facilities. We would like maximum, but we know we are never going to reach that.

**Mr. Foulds:** Perhaps we should have sent a copy of the report to each librarian in the province.

**Hon. Mr. McNie:** I think, perhaps, too, the emphasis was on what we called educational facilities; and again getting back to this business of semantics, I think they chose to feel that we were talking about schools.

**Mr. B. Newman:** You might have a point there.

**Hon. Mr. McNie:** They may have chosen to and that doesn't mean they were right; but nevertheless they chose to.

**Mr. B. Newman:** Yes, I think you may have a point there. We were looking at educational facilities, and they didn't term libraries as being an educational facility.

**Hon. Mr. McNie:** Using the jurisdictional sense, it didn't come under the board's classification.

**Mr. B. Newman:** Yes, that's right. I think you are right. I wanted to ask also, Mr. Chairman, if the two systems of cataloguing books—the Dewey decimal system and I think it's the Library of Congress—cause problems as far as cataloguing? Could we not set up one system for the province, and is it practical to eliminate that problem?

**Mr. Roedde:** Mr. Chairman, I am afraid it's not possible to eliminate that problem. The universities, and now the community colleges, have opted for Library of Congress; whereas almost all public libraries, certainly all public libraries in Ontario, use and have used Dewey.

I think Dewey is easier for public library use. It is simpler for use by the public. It does present problems in the matter we were discussing earlier, the question of any central or regional cataloguing service; but it shouldn't be an insuperable problem.

Both the Library of Congress and Dewey numbers are available on the Library of Congress proof sheets, which are available to help cataloguers. I don't think it's the kind of problem that it once was to have the two cataloguing systems.

**Mr. B. Newman:** Mr. Chairman, in the experience of Mr. Roedde, do the publishers now include both catalogue numbers on publication of a book?

**Mr. Roedde:** No, this has been an aim for many years, called cataloguing in source; that is cataloguing right in the book itself. Certainly it would facilitate cataloguing if this could be successfully introduced so that there was cataloguing in every book published. But there have only been pilot projects thus far. There is one under way at the present time in the United States.

**Mr. B. Newman:** Are we arriving at a universal system of cataloguing, or is that not practical?



**Mr. Roedde:** Well, the cataloguers themselves on an international basis are continually co-operating and refining their definitions of various aspects of their responsibility. But, nevertheless, you have many different cataloguing systems in use across the world in various universities, various countries.

**Mr. B. Newman:** The UN is not taking that up at all through its cultural affairs department, are they?

**Mr. Roedde:** Oh, they very definitely do; yes.

**Mr. B. Newman:** The last question I wanted to ask, Mr. Chairman, is whether the ministry does encourage libraries to include more ethnic and books on native culture? I find that when I go to a library and I want to look up a book actually published in the native language, sometimes, in some libraries, it's most difficult.

You may say, "Well, why should we have books in Italian in there?" But, you may not realize that with the numbers of Italians, you will never get them into the library unless you can have something there that is going to appeal to them. I would think that having some books in Italian would be a real asset.

Mind you, the Italian community more than likely do have their own libraries, but they probably would not be as effective as having books in a public library. Is there any encouragement given, Mr. Minister, or do you think that that really is the responsibility of the local library, the municipal library system?

**Hon. Mr. McNie:** I would say that certainly we should encourage it. I think the responsibility for providing books of this kind is a local responsibility, and in a large measure dependent on not only the size of the community but the way in which they are responding to these things. You say they may well be served by another source. We have special grants in the bilingual area, very substantial grants, to increase the number of books in the second language.

**Mr. Roedde:** We have had articles in the Ontario Library Review on this, we have had book lists published in various—

**Hon. Mr. McNie:** That's our own paper.

**Mr. Roedde:** Yes—various languages, although there haven't been special grants. But I have felt that the municipalities have responded very well in serving their com-

munities. I think there is room for improvement, though.

**Mr. B. Newman:** Thank you, Mr. Chairman.

**Mr. Chairman:** Mr. Parrott.

**Mr. Parrott:** How many regional boards are there?

**Mr. Roedde:** There are 14 regional library system boards that blanket Ontario. There are also 16 county libraries.

**Mr. Parrott:** But the regional boards cover all the province?

**Mr. Roedde:** Yes, they are a second tier, you might say; and the municipal and county library boards have representation on the regional library system board.

**Mr. Parrott:** Well, I would like to say that I think that, certainly within the area that I am familiar with, this has been a very marked step and a very marked improvement. I think they have done a lot to facilitate co-ordination, and I certainly give our local director a very strong vote of appreciation. I think he has made marked strides in that regard.

I would like to know a few of the technicalities. Is there an Act—I'm sorry, I am not familiar with that; it hadn't crossed my mind before. Is there an Act that governs this and gives the responsibility directly to the municipality?

**Mr. Roedde:** Yes, there is the Public Libraries Act. Section 3 deals with the regional library systems, section 4 with the county libraries and section 1 with the municipal, city and other public libraries.

**Mr. Parrott:** And are those three sections administered, if you will, by different ministries?

**Mr. Roedde:** No, it is simply sections in the Public Libraries Act, but the Public Libraries Act is under the jurisdiction of the Ministry of Colleges and Universities.

**Mr. Parrott:** Okay, and the appointment of various people under those boards is designated in the Act?

**Mr. Roedde:** Yes.

**Mr. Parrott:** So that the individual county boards would be by statute?

**Mr. Roedde:** Yes.



**Mr. Parrott:** Right. Who runs and who looks after our library, the one here in the legislative assembly? Is that covered by quite a different vote?

**Mr. Roedde:** Yes, it is. That's under the Ministry of Government Services.

**Mr. Parrott:** It has nothing to do with you and you are not involved there whatsoever?

**Mr. Roedde:** No.

**Mr. Parrott:** Well, the point that I wanted to spend a little time with is—and I thank you for that information—I can remember the day when, as my good friend Mr. Handleman just said, you walked into the library and it was a hands-off attitude, and if you made the least noise, out you went. That has changed, and thank goodness for it. It has changed a lot and it has changed in a varying amount with the various libraries. I'd like to know what you think the basic role of a library is in today's society?

**Mr. Roedde:** The public library is a resource of information in various forms. Traditionally it's been the book, but it is also the film, tape, loop and microfilm facilities, and various publications in microform make it possible to extend the resources far beyond what was possible a few years ago. The public library must also play an active role in the community; the public library should encourage discussion groups, various activities within the library, if the facilities permit it, and encourage citizenship, I would say, in a broad sense of the word; in the sense that without information our democracy does not function, and in this way the public library has a very important role in information and in the development of our society.

**Mr. Parrott:** All right. You are saying then that the first role is resource and the second role is information. The problem, as I see it, is that we don't have any information services across this province, and it's something that I think we need very badly. Frequently the member has to serve as that information source.

Have you given any consideration to the possibility of establishing within your ministry information services for the province? It's fine to say that there is information there. There is, if you can find it.

I am not criticizing the librarians, that they don't try to have that information available, but many people require a good deal more than the reference. They require to be taken by the hand and very gently led to

that source of information and have it laid out for them. They have a very legitimate question. Other people simply want quick information. They don't want extensive information. We don't have those facilities in our communities.

Has this possibility ever been considered? We have a few information services in the province now, but they are struggling for their life, aren't they?

**Mr. Roedde:** First of all, the resources of the London Public Library reference department are available to the smaller communities in the Lake Erie region. The regional board employs a reference librarian, there is a Telex communication between libraries, and the aim is to be able to serve people in the smaller communities in the information area as well as a person who could drop into the reference department of the London public library. This is not only in the sense of printed resources, but if it's a question of communicating with some other city, to actually be able to institute that as well.

**Mr. Parrott:** No, if I might interject, that is not the kind of information that I am referring to. If a person moves to town, he wants to know whether there is a little theatre group; a person who has been there a long time wants to get into communication with a coin club; somebody else wants to know if there is a physician who'll take on new patients; this kind of everyday information that the established citizen would know.

**Mr. Roedde:** Community information services.

**Mr. Parrott:** That's right.

**Mr. Roedde:** Yes. There are a number of public libraries that have been able to serve very well as community information service resources. It depends very much on the ability of the librarian, and I know at least some community information service workers who do not feel that such a resource should be in the public library; that it should be in some other building in the community.

**Mr. Handleman:** That's clearly, in my view, a municipal function.

**Mr. Parrott:** It has been done by Community and Social Services to this point, hasn't it? Are you saying—and I am wondering if the minister agrees—that that is where this particular thing should rest? I don't know whether I can direct that to you or if I can get the minister's attention.

**Mr. Foulds:** The minister was quite rightly otherwise occupied on something much more important!

Interjections by hon. members.

**Hon. Mr. McNie:** I am sorry, I was just waving goodbye to my wife.

**Mr. Parrott:** Sorry. If I had known I would've gone for you, Mr. Minister, and done it more fittingly.

I think we have been fooling around on this question of information services within our community far too long and I am pretty dedicated to seeing that that should occur. I don't know whether I'll ever make it happen or not, but I think we have got to rule out that that isn't a function of the library.

I think there are some librarians who feel that they are more qualified and have more material at their hand, and maybe with a lot of justification, to supply that service than anyone else in the community. But at the moment it is going as an unanswered need in the community and I think we must do something about this.

So, Mr. Minister, do you see that as a function of your ministry or of Community and Social Services?

**Mr. Handleman:** Or the Minister of Municipal Affairs?

**Hon. Mr. McNie:** I kind of get tired of saying the same thing, but right now that subject is being looked at; there's a task force looking into it.

**Mr. Parrott:** I am sorry, I wish you'd speak up. I am not getting the message, Mr. Chairman.

**Mr. Handleman:** Is it an interdepartmental task force that you are represented on?

**Hon. Mr. McNie:** Yes.

**Mr. Parrott:** Which are the other ministries that are involved in it?

**Mr. J. D. McCullough** (Acting Assistant Deputy Minister, Cultural Affairs Division): Mr. Chairman, on that interministerial cultural co-ordinating committee, there is the Ministry of Community and Social Services, the Ministry of Natural Resources, the Ministry of Colleges and Universities, and the Ministry of Agriculture and Food is joining us, I believe.

**Mr. Parrott:** Can we have the personnel on that? Is that possible? Do you have it?

**Mr. McCullough:** There are senior civil servants on the committee at the moment.

**Mr. Parrott:** No one else?

**Mr. McCullough:** That's all at the moment.

**Hon. Mr. McNie:** It's cataloguing an inventory of cultural programmes and activities.

**Mr. Parrott:** I don't know how I can register this, Mr. Minister. I think that we need more than those people who are related to the civil service.

**Hon. Mr. McNie:** No, really, if I may speak to that—I am sorry, I didn't get the original question—but really what is happening right at the moment is that we are going to exhaustively study all of the things that could be included or embraced in this cultural milieu, as we call it. That is really what we are doing, and it is well under way now.

**Mr. Parrott:** All right, you are telling me it is well under way and it is all civil service at the moment?

**Hon. Mr. McNie:** They are the only people who can tell us what is in the ministry at the moment, yes.

**Mr. Foulds:** They'll come up with an orange paper, which precedes the green paper, which precedes the white paper.

**Mr. Parrott:** What I am looking for is how soon there could be input at a level which I think the members have as much expertise as anyone, because I happen to have been forced to running an information office in my community. I think I get far more calls than does the newly opened information service, which I tried to sponsor and would have helped.

I think we still have to come to the realization that information service must be more than just that; it must be, if you will, an ombudsman, simply because too many people say: "There's the information, it's in the library."

There isn't anything in this world, I suppose, that is known that you can't find out. But, the average guy isn't able to get to that information, so it might as well be locked in the vault, unless we have someone who will take that individual who requires the information and lead him by the hand.

**Hon. Mr. McNie:** Well, it depends too on the kind of information you are talking about. We have an information centre in Hamilton where people can phone and, among other things, find out where to go to get assistance or where to get the information which may readily be found at a public library, a university library or somewhere else. The Ministry of Community and Social Services have been assisting the municipality; it is a very good service. This is right now being exhaustively looked at by the Ministry of Community and Social Services, which will be reporting to the policy field.

But the concept of the library as an information centre is one that we have accepted philosophically; it is just a question of how broad the range of services should be. Certainly there should be a place as readily recognizable in any community as a place where people can go to get information. What kind of information, though, is what we are really trying to determine—where to go, for instance, to get a dentist at midnight when your tooth is killing you.

**Mr. Chairman:** Perhaps, Mr. Minister, I think I could possibly clear this up. I think that Mr. Parrott is talking about two things. There is the interministerial committee; there is also a task force under the auspices of the Ministry of Government Services, with the participation of the Ministry of Community and Social Services plus an advisory committee of citizens from all over the province, looking into all of the questions you have raised. Unfortunately—

**Mr. Foulds:** And there is the citizens' inquiry branch.

**Mr. Chairman:** No, that is part of it.

**Mr. Laughren:** And the northern affairs branch.

**Mr. Chairman:** Those aren't under this vote, Mr. Laughren, but to clear up your mind there is a task force; I am sure it is under the auspices of Government Services. I will be very glad to have the minister send you something on it, but it's not under this vote.

**Hon. Mr. McNie:** But under this vote your concern is to what extent the libraries can serve as a resource centre—

**Mr. Parrott:** That's right.

**Hon. Mr. McNie:** —and that is one of the things we are very interested in.

**Mr. Parrott:** Well, I hope that perhaps—

**Hon. Mr. McNie:** They are already in many communities.

**Mr. Parrott:** I don't think there is any area of the community need that is of greater importance than this particular one. If I were involved in the library system—and I will offer some free advice; I guess it is worth maybe perhaps just that—but here is the most golden opportunity for the library to get into the community that you can possibly imagine.

If they have someone on the phone who wants to do more than say, "The Dewey decimal system will give you that information. It's H.28-4", or whatever, they could take that person, get him involved in the library and he'll be back many times. It's a system that could go beyond your wildest imagination, and I think you should give it a great deal of thought.

I hope, when this task force is set up within your ministry, that you will involve more than those in the civil service—and that is no disrespect to them, but I would like to see you involve those people within the community, such as members if you will, or perhaps information officers, because that other aspect should be part of the service that you are thinking about.

I would certainly encourage this department to do a great deal of research in that regard.

**Mr. Handleman:** You have 117 of the greatest resources available to you, Mr. Minister. The Ministry of Community and Social Services has put out a book called "Resources for Community Groups". One resource they didn't list was the resource who I think knows more about a particular area he lives in, and that is the member.

I am always surprised, not that I am looking for work, but I am always surprised that when you run into this business of not knowing the local problems or the local peculiarities, there is a man sitting over here in Queen's Park who might be able to help. On the question of communications we have in our township an organization called "Communications". We have a man who likes to think up tricky names. This one is a good one. It is called "Communications." It is exactly what Mr. Parrott was talking about. They use the library as a major resource. It's the person at the end of the phone. They use the library and all the other resources of the community to provide information.



**Hon. Mr. McNie:** Without being facetious, with the number of calls that some of us are getting now and the resources we have to work with, maybe it is just as well our names weren't listed in this list you are talking about.

Interjections by hon. members.

**Mr. Foulds:** There are many members of the Legislature who have not darkened the door of a library for nigh on 20 years.

**Mr. Laughren:** Don't look so offended.

**Mr. Chairman:** I rather think it would be more appropriate elsewhere.

**Mr. Handleman:** I'm through on libraries.

**Mr. Parrott:** That's fine.

**Mr. Chairman:** Is that the end of yours?

**Mr. Parrott:** Yes, that's fine, thank you.

**Mr. Chairman:** Mr. Foulds?

**Mr. Foulds:** I have a few things I would like to say about the libraries. I would like to say the nice things first. I think libraries in this province have come a long way since Kingsley Amis wrote his book—I think it was his second book—called "Take A Girl Like You," about a librarian and library services of Britain. I think ours have come a long way.

Frankly, Mr. Minister, to give you your due, your press release of April 30 was very encouraging in terms of the increase in grants you gave to libraries, 58.5 per cent. I think that is commendable. As I said the other night generally about the arts grants in terms of POCA, we say good for you, congratulations. We would like to see that increased even more in the future.

There are a few caveats I have, of course. Before speaking about those, I was glad that not only the per capita grant went up for regional boards, but also the amount per square mile. If you work out that \$2.50 per square mile in a region like northwestern Ontario and northwestern Ontario particularly, and probably the eastern Ontario region as well, because of the limit that does not nearly meet the demand in terms of travelling. I think that the large library regions should have that upped to some extent. I know the population is thin and I know there is a balance to be achieved vis-à-vis population and square miles to be covered, but I still think that that is one area where in the north you could give some extra consideration.

I'll give you your due, when I go through the increases for the regional library boards, the northeastern library board increase was some 42 per cent, which I think is very, very commendable, even though it is long overdue. I am glad you did it, and that the ministry did it. With northwestern Ontario it was some 21 per cent, both of these being the highest percentage increases. Often we in the north suffer from the syndrome of northern paranoia, and usually with a great deal of justification. I am glad in these two areas at least there has been an increase.

**Mr. Laughren:** That's Mr. McCullough's influence.

**Mr. Foulds:** And Mr. Roedde, after his experience in the north. I think that that is very, very commendable and very good. However, I do think that in northern Ontario there is one other problem with regard to regional library boards that we need to investigate, that is, the fact that the Indian population is not taken into account when determining the per capita grant for the regional boards.

I know you will argue. There's split jurisdiction and so many of them are on federal reserves and so forth. I think we should ignore that and I think we should take into account the native population of this province when determining the per capita grants. What is happening, I know, in the northwestern Ontario region is you have individual libraries—and I'm sure Mr. Roedde will corroborate this—such as at Sioux Lookout which are, in fact, servicing Indian reserves almost on the quiet.

They are not getting any extra grants for taking into account that extra population which is really beyond their scope of total responsibility in the narrow sense. I think we should encourage that. I don't think we should really get into any jurisdictional arguments because all we are doing is counting those people as people for the purposes of the regional library system.

I would like to know what, if any, of the special purposes for the \$500,000 as outlined in your release, Mr. Minister, have been determined? You said that approximately \$500,000 will be provided for special purposes in the regional library system. Have you gone anywhere along the line in determining those or has that programme been launched yet?

**Hon. Mr. McNie:** Do you want to speak to that, Mr. Roedde?

**Mr. Roedde:** I can answer that, Mr. Chairman. The Ontario provincial library council has made a recommendation on the \$400,000 for assisting bilingual libraries. It made this recommendation in the last few days. I expect a decision on this within the ministry very soon and payments of \$400,000 within the next few weeks.

**Mr. Foulds:** That might come out of that total of \$500,000 then?

**Mr. Roedde:** That will come out of it. It will be the bulk of that fund. On the remaining \$100,000, the provincial library council has asked us to wait until the fall when it will have specific recommendations to make.

**Mr. Foulds:** Do either you, Mr. Minister, or Mr. Roedde have any comments about the per capita grant for the native population?

**Hon. Mr. McNie:** I can't speak to that.

**Mr. Foulds:** Is there any constitutional bar to taking the native population into account?

**Mr. Roedde:** The population definition that we've had for many years has been a municipal population and we haven't recognized population outside organized municipalities.

**Mr. Foulds:** It's all unorganized territories population then?

**Mr. Roedde:** That's correct. It's a question of studying the problem. I must say that we have been concerned about it. Of course, to some extent, unorganized population is coming into the organized municipalities and we are having a number of Indian band councils forming their own libraries and receiving the \$1.35 per capita grant in northwestern Ontario. I think there have been four this year. I certainly think that we should consider the question of the regional population as well.

**Mr. Foulds:** Yes, there is a real problem here because there are all kinds of people living in unorganized territories and, to the extent that they use library services at all, they put a strain on the organized taxpayer, if you like.

I would really like to see policy evolved on that and some kind of consideration given in terms of the regional board—I guess the only way to do it would be for the regional library board to handle that. I can't really see another way that it would function. That, of course, would help you a good deal with your bookmobile system in those areas, I would think.

I wonder if the ministry, I guess it's the branch within the ministry, has given any consideration to recommendations 15 and 16, I think, of the committee on book publishing? That's the suggestion that, where there are no booksellers available, perhaps the libraries could take on some of that function, in particular, with Canadian books and publications? Is there any consideration within the ministry on that?

**Mr. Roedde:** All I can say on that, Mr. Chairman, is that I've raised this question with the regional library directors, especially the four in northern Ontario, and I think I'll continue this. The recommendation in the report is that the publishing board would fund this but I think that we, as librarians, can have a look at the problem in terms of what we might do.

**Mr. Foulds:** Without unduly putting you on the spot here, what kind of response did you get from them? Was it cautious, enthusiastic or any kind of response at all? Was there any discussion of that at the recent regional meeting you had in northwestern Ontario?

**Mr. Roedde:** No, I must say that I was somewhat disappointed at the lack of interest in this but I don't think this need mean anything more than that there were a number of other subjects to be discussed at that conference.

**Mr. Foulds:** I have some other notes here. It seems a niggling thing, but I think it's something that the ministry should look into. It's come to my attention that the Ministry of Government Services has stopped sending the Ontario Gazette and the statutes free to public libraries, which it has done in the past. They changed the policy, I believe, in January. That works a particular hardship on the small libraries who would find those things expensive. Is there any influence that you can bring to bear?

**Hon. Mr. McNie:** Honestly, I wasn't even aware of that. How much do we charge?

**Mr. Roedde:** I am not sure.

**Hon. Mr. McNie:** Why was it done? Have you any idea?

**Mr. Laughren:** Do they consult with you first about this?

**Mr. Roedde:** No.

**Mr. Handleman:** Does somebody really read those?

**Mr. Foulds:** It's the strangest thing. They do not read them often. I think I have had three or four people ask where they can find such and such a bill. I think that it's worth having in libraries.

**Hon. Mr. McNie:** Does anybody know what the price is? Is it a nominal thing?

**Mr. Roedde:** Is it \$25? It's something like that.

**Hon. Mr. McNie:** A year or something like that.

**Mr. Foulds:** That is just for the Hansard, though.

**Mr. B. Newman:** Hansard is \$10 per session.

**Mr. Chairman:** The Gazette is very nominal—\$3 or \$4, or something like that.

**Hon. Mr. McNie:** It's really a question of trying to find out how seriously people want them, whether in fact they were being used or not. It has its hazards, of course, when you cut it off. I've watched people—if I might suggest some of our members—handling the Gazette when it comes in and it gets filed pretty quickly, and you know where.

**Mr. Foulds:** I had a librarian contact me about this and he was upset about it. I don't think I'm giving away any secrets. It was the chief librarian in the Thunder Bay library.

**Hon. Mr. McNie:** You are talking about Hansard? Or is it the Gazette?

**Mr. Foulds:** The Gazette and the statutes.

**Hon. Mr. McNie:** The statutes.

**Mr. Laughren:** You mean they charge for the Gazette?

**Mr. Foulds:** His own library system can absorb that as extra to the budget, but the smaller libraries around—

**Hon. Mr. McNie:** I would like to look into it and see what the effect of it has been.

**Mr. Foulds:** I get back to the whole question of authorities, jurisdictions and library boards. I think frankly that the whole question needs more than just the looking at. It needs more than just the small "I" liberal hope that there will be co-operation and co-ordination. I think that if we are going to give the proper kind of library service throughout this province we probably need to restructure the whole library system. There are in fact six

levels of libraries, not five as Mr. Newman mentioned. I won't enumerate them but there is the added one of the regional library system.

**Mr. B. Newman:** I took that as municipal.

**Mr. Foulds:** It is not. You have the municipal libraries under the regional libraries. If we are going to take the COPSE report seriously, if we are going to take what appear to be the initiatives that your ministry has taken in the last year in cultural and general education programmes, we really need to look at this fundamental core to that open academy, the open sector.

**Hon. Mr. McNie:** Yes.

**Mr. Foulds:** The restructuring of the boards and the realignment of them may be one of the things that we have to look at pretty toughly, along with deconditionalized grants. What is happening is an indication of why we have to do it because the municipalities have to be concerned with sewers and pavement, and those kinds of things. They don't have the financial resources available to them. They will cut back on libraries and yet libraries, darn it all, are fundamental—I think, a real fundamental thing.

I would like to see—this is just an aside—that next year in your estimates you put this item as the second item in your booklet so that it can receive the thorough and adequate discussion; not just libraries, but this whole cultural and general education programme.

**Hon. Mr. McNie:** I think you people have aired it very thoroughly and made a lot of good points. Quite frankly, the budget increase was only one, I think, of the more tangible indications of our increased interest.

We had been out talking to the advisory council, we have been out talking to regional library groups; we have had them in speaking to us. We have been out visiting some of the libraries and I think that we are responsible for providing leadership.

At the same time there is this question of autonomy and it has something to do with, for instance, what people want from a library; what other resources they have got. Some libraries are community centres; others don't need them as a community centre because they have other resources.

Then there is also the question that we are trying to determine—and it is going to take some time to do it justice—and that is the



quality of the material and variety of material. For instance, I recall one of my youngsters looking for material on Morley Callaghan. He went to a very large library and found three of his books—one of the best-known short story writers in the world. He went to a smaller library and found 17. These are the kinds of things; the other dimensions that we are looking at.

I don't think sometimes they are even aware of it. They have grown so fast and sometimes have become so preoccupied with the system that the substance has suffered; the system of trying to co-ordinate, trying to computerize certain things, and such, and catalogue and so on. So these become an end in themselves and the quality of material takes a back seat.

I must say that Mr. Roedde and his department—the people we have had contact with—they are committed as a group. Perhaps this is one of the reasons they are somewhat jealous of some of the things they are doing. And I say that in the kindest sense. They have come up the hard way and a lot of the small communities are performing a real service, people who wouldn't qualify perhaps by some of today's credentials standards, but who are recognized in the community as being people of real quality and importance.

**Mr. Foulds:** It is always very difficult for a politician to make some of the points that he has to make. I sometimes feel very awkward about it—as I did last fall—when I raised certain questions about the northwestern Ontario regional library. One doesn't want to harm or inhibit the growth of the library system and one also has to recognize that the majority of the individuals working within libraries and in library systems are dedicated individuals.

**Hon. Mr. McNie:** They may be dedicated but let's face it, some of them are not necessarily with it.

**Mr. Foulds:** Some of them aren't well qualified, but—

**Hon. Mr. McNie:** This is one of the problems and yet they are nice people and this is what makes it so difficult sometimes to get some of these things done that we are talking about.

**Mr. Foulds:** And some of them, frankly, are in the wrong slot. They are good librarians and bad administrators, or good administrators and bad librarians. Sometimes with the whole problem we have in the educational

system we push teachers up into being principals and directors and so on; and they may be bad administrators but damn good teachers and so you keep them in the classroom.

I just want to touch very briefly, if I may, on the northwestern Ontario library system situation. I understand from talking to Mr. Roedde that the situation is developing fairly well now after the dismissal and layoff of half that staff. Have they given you any indication of the direction they are going to take over the next year now that the budget has been increased?

**Mr. Roedde:** Not as far as the budget increase is concerned. The conference that you attended part of was to discuss and come to conclusions about a policy statement, but the amount of the increase was simply mentioned and the request was made for any ideas from the floor or to be sent in to one of the board members, and I haven't heard whether there is a new budget made by the board yet.

**Mr. Foulds:** You mentioned earlier when Mr. Laughren was talking about it that they have done away with their centralized cataloguing systems, and that supposedly, along with the increase, frees some areas of expansion in other developments. Have they given you any indication of what areas they are going to develop?

**Mr. Roedde:** Yes, a substantial increase in the purchase of books and films.

**Mr. Foulds:** Films? As I recall the National Film Board office is in the same building. Is it still there?

**Mr. Roedde:** That is correct.

**Mr. Foulds:** And they will be working in co-operation with that office for distribution? Will the film distribution be to the schools at all or would they separate that? I am sorry my memory is so foggy today.

**Mr. Roedde:** The regional office of the Ministry of Education has a film library that pretty well takes care of the school needs. There is some interlibrary loan of films between the two film collections.

**Mr. Foulds:** I think that is all I have. The one last question I would like to put to the minister is whether there is any solution that he sees about the problem that has arisen this year with regard to the deconditionalized grants?

**Hon. Mr. McNie:** I have gone on record myself as preferring that they not be de-conditionalized, and I have asked the library people for their views and suggested that if they feel strongly about it, and I don't know how appropriate that would be, that they let other people know about it because we—

**Mr. Foulds:** Other people at the Treasury?

**Hon. Mr. McNie:** Well whoever the appropriate people are because there is a problem here about the government's commitments in trying to provide. It is a large amount, \$16 million, and it would help the municipality. But it is quite obvious this year that it isn't helping some of the libraries.

**Mr. Foulds:** Yes. You have no authority within your ministry to conditionalize those grants within your ministry?

**Hon. Mr. McNie:** I would have to look into that. I really don't know the answer. In the final analysis I am subject to the cabinet's determination, but we can certainly make our own recommendations which we will, after we have had a response from the advisory councils from other communities on this subject.

**Mr. Foulds:** And tentatively that response seems to be that they prefer that the grants should be conditional.

**Hon. Mr. McNie:** I would say very definitely yes.

**Mr. Foulds:** Thank you very much, Mr. Chairman.

**Mr. Chairman:** Mr. Root?

**Mr. Root:** Yes, I just wanted to raise a comment. Do I understand that the increase in grant is unconditional, that the local library could try to use it for salaries and extra staff, or are they required to use it in providing more information?

**Hon. Mr. McNie:** The library can use it in any way it sees fit.

**Mr. Root:** In other words, it might not add to the number of books that are available.

**Hon. Mr. McNie:** That's right.

**Mr. Root:** It could be used just on facilities and staff?

**Hon. Mr. McNie:** No, they can't use it for these. It is not capital grant. It has got to be used for amenities such as films or books.

**Mr. Root:** Or staff.

**Hon. Mr. McNie:** For wages and salaries.

**Mr. Root:** I think there is something to be said for the local library. To reflect the needs of their community, urban people might need a different type of library in many areas than would rural. Some of the basic facts of life that we learn in the rural areas we just know from our visit to the barn and so on. We just know what goes on. We don't have to take all this sex education.

**Hon. Mr. McNie:** Do you come from the country?

**Mr. Root:** Do I come from the country? Oh, yes.

**Mr. Foulds:** Will the minister not be unduly provocative?

**Mr. Root:** I think there are different needs in various municipalities.

**Hon. Mr. McNie:** The county grant recognizes that. That was the whole intent of it.

**Mr. Root:** I remember when I was with members touring up north, we were at Sioux Lookout, where the doctor is a full-blooded Cree. He said, "In our educational system, we are training the native people for vocations that they would never use and they probably weren't getting the training that they needed for the life that they would live. They were adapted to a certain type of life." Maybe the same could be true of libraries.

You could get too much centralized authority over the type of library that you are installing and you might get away from that. Then you have the university people who probably think at a different level than someone like me with a rural education would think. They have had a different training.

Something was said a little earlier, which I think could be useful, that the library, which is an information centre, could be an information centre for the local member. If they had his phone number and address it could be useful as there are many people who don't know where to find their member.

**Mr. Foulds:** Let's not bring politics into the matter.

**Mr. Root:** This isn't politics.

**Mr. Handleman:** Service to the people.

**Mr. Chairman:** You weren't interrupted, Mr. Foulds. Let Mr. Root continue.

**Mr. Foulds:** A point well taken, Mr. Chairman.

**Mr. Root:** I am not saying this politically, because some people, through their wisdom or lack of wisdom, are like various types of member. I think maybe the member's name, address and phone number could be there. There are many people who are floundering and don't know where to go. We have the citizens' inquiry branch set up here at Toronto. If they advise me that they have had a communication from someone that I have already been working with, I just turn it over to them and say, "Go ahead, tell me what to do about it," and I know what is going to happen. I think people should know where to find the member. After all they elected him. If they don't know where to find him, if he is down here or in Ottawa or wherever he may be, the library could be a very useful centre for this type of thing.

**Hon. Mr. McNie:** But they need a lot more resources than they have right now.

**Mr. Root:** Oh, I agree.

**Hon. Mr. McNie:** Most of them are so busy just stamping books they haven't got time to do that.

**Mr. Root:** Right.

**Mr. Handleman:** Do they not use volunteers?

**Hon. Mr. McNie:** They could. They are now.

**Mr. Root:** This is what I am wondering about with your grant whether in some way you could give a little leadership to funnel them into some of these areas that have been discussed here tonight.

**Hon. Mr. McNie:** This is one of the things we are looking at now in the policy field with Community and Social Services, too, as to the best way to provide information centres.

**Mr. Laughren:** Rest assured.

**Mr. Foulds:** I think we'll give you a phone booth on the steps of the library.

**Mr. Laughren:** We have volunteer people to come and do this in the party branch.

**Mr. Root:** There are many other things I could say, but I won't say them.

**Mr. Chairman:** Don't let Mr. Laughren inhibit you.

**Mr. Root:** I never try to be provocative.

**Mr. Foulds:** There is that provocative person again.

**Mr. Laughren:** You never used to be like that.

**Mr. Chairman:** Anybody else on the grants to public libraries?

**Mr. Handleman:** Mr. Chairman, I don't recall us having made any procedural arrangement to deal with these line by line. I just wondered if you were carrying the vote.

**Mr. Chairman:** We did make arrangements.

**Mr. Handleman:** On all of these?

**Mr. Chairman:** Yes. It is a very orderly way. Anybody else on grants to public libraries?

Carried.

**Mr. Chairman:** The Elliot Lake Centre for Continuing Education.

**Hon. Mr. McNie:** Just for the benefit of those who don't know Elliot Lake, the centre is in the north country and is constituted under a provincial charter. It has a board of governors which reports to our ministry. Its objectives are to serve the residential educational needs of the community at large, in northern Ontario in particular. As I mentioned on an earlier occasion, among other things, it acts as a residential adult application training centre for federally sponsored adult students. Facilities are available to organized groups and associations for activities, such as management training and language seminars. There is increased activity in the cultural field for such things as summer and winter fine arts schools. I know when we were up there visiting it, there were a great many people, for instance, doing pottery work. It was a very busy spot. The \$230,000 allocation from our ministry relates to the activities mentioned for the short educational programmes and does not include the adult educational training which is 100 per cent recoverable from the federal government. The total operating budget for this centre



will amount to \$950,000 in 1973-1974, of which we contribute \$230,000, which is an increase of \$5,000 from our actual spending of last year. The actual in the estimate by great coincidence was the same.

**Mr. Chairman:** The member for Algoma-Manitoulin.

**Mr. J. Lane (Algoma - Manitoulin):** Mr. Chairman, the minister in his explanation cleared up some of my questions there. I am surprised really that the amount of money is the same as last year. We definitely had a very tight situation there last August when there was a strike of the maintenance staff being threatened.

**Hon. Mr. McNie:** Speak into the mike. I can't hear you.

**Mr. Lane:** I know last year there was a very tight situation there when there was a threatened strike of the maintenance staff over an increase in wages. So I am surprised to see that the amount of money is the same as it was last year. Is there any other provincial ministry that pays any money into that centre? If we are retraining some person on welfare, does the Ministry of Community and Social Services pay a fee for those people, or what happens in that case?

**Hon. Mr. McNie:** Mr. Kerridge is on the board up there.

**Mr. L. Kerridge (Programme Co-ordination and Agreements, Applied Arts and Technology Branch):** It just so happens the only other people in there are from the federal Department of Manpower and Immigration, or Indian affairs, so they are 100 per cent covered by those two federal departments. If there had been some from Community and Social Services we would presumably recover from them as well.

**Mr. Lane:** If there were some from them, you would recover it?

**Mr. Kerridge:** Yes, it would be 100 per cent recoverable.

**Mr. Lane:** Thank you, Mr. Chairman.

**Mr. Chairman:** Mr. Newman.

**Mr. B. Newman:** Just one short question, Mr. Chairman. Is that a year-round operation?

**Mr. Kerridge:** Yes, Mr. Chairman.

**Mr. B. Newman:** Fine, okay.

**Hon. Mr. McNie:** It is busiest in the summertime.

**Mr. Chairman:** Mr. Laughren.

**Mr. Laughren:** What is the utilization factor, if you want to use that word? Are the facilities there heavily utilized?

**Mr. Kerridge:** The history may be of significance here. There were eight department blocks that became surplus in the downturn of the Elliot Lake situation. These were owned probably through a mortgage arrangement with the federal government and turned over to the province and eventually to this board for \$1. The eight buildings were converted into a combination of school rooms and residential centres. This was in 1965 before the colleges existed.

If you were going to do it today, you probably would not convert as many buildings. At this point in time you have got an excess of residential space. I might also point out it is the only residential adult educational centre in the province. Its closest counterpart I would think is Quetico, up in northwestern Ontario. We should explain what I mean by adult residential centre, in that it is not just a question of adding apartment space to the buildings for people to live in, but rather using residential space as an educational tool in the programme. You live with the teaching situation, which is fairly unique in the province.

**Mr. Laughren:** They could have some encounter groups in there.

**Mr. Kerridge:** The short courses are offered to anybody who is interested, and there are a great variety of short programmes over the year. There are literally thousands of people going through there on seminars, two-day seminars, and things of this sort.

**Mr. Laughren:** Was there some talk at one time about that centre becoming a satellite of Cambrian College?

**Mr. Kerridge:** The position of the board on this topic is that it would be in the interest of the centre to remain autonomous from the system, so it can be unique. That is the position of the board. I am in the very interesting position of being a civil servant and representing the minister on the board and having another viewpoint. But this is simply a viewpoint on the board. The majority of the board certainly prefer to keep it as a more free agent than being part

of the college system, for very good reasons, I think.

**Mr. Laughren:** Are there not Manpower programmes down there?

**Mr. Kerridge:** Oh yes, that is the group that I was referring to. About half the activity on average—I can average it out—would be Manpower referrals. Manpower students on adult retraining programmes.

The summer programme is the peak activity because at that point you have from 125 to 150 students added to the Manpower students, which is about another 100 to 150, so you are running in the order of 300 people in the summertime.

**Mr. Laughren:** If the Ontario government ever decides to decentralize, perhaps, that would be an ideal place for a ministry, perhaps even the Ministry of Colleges and Universities.

**Mr. Parrott:** Where do the students come from?

**Mr. Kerridge:** Mr. Chairman, the students on the adult programme come from all over the province, where it seems suitable to incorporate the residential dimension to the programme.

Again, in the arts programme they are literally from all over the province, although there is no doubt there is a closer correlation in northern Ontario than in any other area, and French classes have been introduced too in the programme. The policy of the board is to introduce French where it is practical. In the winter recess school last year the student population was something in the order of 125 during that one-week school break, of which I think about 50 or 60 were French-speaking.

**Mr. Parrott:** I think it's in a wonderful riding, but I think we should remind Mr. Laughren, as he is quick to remind us sometimes when we don't have all the facilities in the north that he would like to have, here is a very unique one that is in the north.

**Mr. Chairman:** It is not in his riding though.

**Mr. Parrott:** I agree that it is in the right riding but I hope that he will note—

**Mr. B. Newman:** I think you are being provocative.

**Mr. Parrott:** —that it's a unique facility of the north.

**Mr. Laughren:** We are concerned, of course, whenever there is something unique in the north that it might be tokenism.

**Hon. Mr. McNie:** When do you stop being tokened? One, two, three, four, 20, 30?

**Mr. Laughren:** I don't like to quote it.

**Mr. Chairman:** Anybody else on the Elliot Lake Centre for Continuing Education? Mr. Lane.

**Mr. Lane:** Mr. Chairman, just one short question. You say this figure is the same. Is the total figure the same?

**Mr. B. Newman:** It's \$950,000.

**Mr. Kerridge:** Mr. Chairman, it's about the same.

**Mr. Lane:** About the same? I find this rather remarkable because costs have gone up.

**Mr. Kerridge:** I would suggest that this is the result of the excellent work of the director, who is really cost conscious. That's not me by the way, I'm not the director.

**Mr. Lane:** Take your hat off to the board of Mr. Kidd, I guess.

**Mr. Kerridge:** That's right.

**Mr. Laughren:** It is safe to say that Mr. Kerridge does not feel like a token engineer in the ministry.

**Mr. Chairman:** Well, I think it is superfluous, Mr. Laughren.

Is there anybody else on the Elliot Lake centre?

Carried.

Grants to local museums, Mr. Handleman.

**Mr. Handleman:** After this vote, Mr. Chairman, when are we going to recess or rise?

**Hon. Mr. McNie:** After this vote.

**Mr. B. Newman:** Let's finish this one.

**Mr. Chairman:** I am agreeable to that, seeing as everybody else in here has risen except the minister and myself and I hadn't realized it was a problem.

If you want to, as soon as we clean up local and regional—

**Mr. Laughren:** He gets provocative with you too, doesn't he?

**Mr. Parrott:** Yes, yes, but that is all right. We understand each other. When did you

suggest we were going to rise? At the end of this vote?

**Mr. Chairman:** At the end of grants to local museums.

**Mr. Parrott:** Right. Thank you.

**Mr. Handleman:** That is a recess, Mr. Chairman.

**Mr. Chairman:** Yes, recess.

**Mr. Handleman:** Mr. Chairman, I just recently had occasion to look into local museums and I've been surprised by the philosophy behind the granting procedures. As you probably know, our centenary in 1967 gave rise to a great renaissance in interest in local history and local museums, and what we have had in eastern Ontario recently is a number of sesquicentennials; the centennial has long gone and we are talking of our 150th and 200th birthdays now.

During these celebrations, which usually go on for the greater part of the year, a number of citizens get together and form historical societies and they gather together local artifacts. Many of them are not unique but they are of great interest locally, and I was surprised to find, Mr. Minister, that grants are only given to municipally-owned museums.

Historical societies are usually made up a group of people who are interested in their local history and they are only interested really in space to store their artifacts.

Conservation authorities don't want to talk to them. Conservation authorities say, well that's the municipalities problem, and of course in our part of the province there is a great tendency to let the federal government do it. They say we've got the National Museum, the War Museum, the Aviation Museum, all these are in the great city of Ottawa, but there is absolutely nothing, there isn't a single local museum — and I looked through all your grants—anywhere in the 10 municipalities of Carleton.

This is mostly because there are historical societies — not municipalities, historical societies—that have taken on themselves the acquisition of these artifacts, which may consist of spinning wheels and all kinds of things which are not of great earth-shaking importance but they don't get any money. I think I've just had a letter from your ministry and I tried to introduce them to the new one which is called the West Carleton Historical Society or South Carleton Historical Society, and they are desperately look-

ing for a place. They have got the artifacts. Now what is the philosophy of restricting grants to municipally-owned museums when there are so few of them, at least in my part of the province?

**Hon. Mr. McNie:** I will ask Mr. Styrmo to speak to it. Actually there are a great many local museums in the province.

**Mr. Handleman:** Oh, I know that, I have looked at them all, but I couldn't find—

**Hon. Mr. McNie:** I think it is a healthy growth. One of the questions has been how to best help them, and one of the ways we have been doing it is by providing personnel who can go in and this is sometimes all they want.

**Mr. Handleman:** Very generous offer.

**Hon. Mr. McNie:** They are very possessive about their museums and they just want to know how to best use the resources they have got. Somebody spoke to me the other day about costumes. They had a very valuable collection of costumes given to them and they wanted to know how to best use them. Would you like to speak to this?

**Mr. V. N. Styrmo** (Senior Museums Adviser, Historical and Museums Branch): Mr. Chairman, there are three authorized agencies that can own and operate a museum and qualify under the grant programme: a municipal corporation, a conservation authority and an Indian band council. This was a precedent that was set when the original regulations were written, I believe in 1958, sir. We've broached the subject from the branch and the department from time to time but it's remained the same all through the years.

**Mr. Handleman:** Of the three that you mentioned, the only one that would really be of any great assistance to an area-wide historical society which is not located in one specific municipality would be the conservation authority. The conservation authorities, while they have taken over a number of heritage buildings, don't seem to be able to find in those heritage buildings—I'm thinking of Manotick Mill in my area—one room to allot to a historical museum of local interest.

I quite agree, I don't think we want to get you in the business of paying grants to tourist traps like the Wax Museum and that kind of thing, but where there is a legitimate local historical society, which can satisfy you of its



legitimacy, it would seem to me that they should be given consideration.

I know it's a matter of policy, but I'm bringing it up now that I do have three historical societies. One of them has managed to get space in a school—I shouldn't tell this to Mr. Wells, but they have done exactly what you have, a permanent display of Victorian costumes, which is very interesting. But the other two are still looking for space.

In many cases, the historical societies are made up of elderly people. I don't want to shame you, Mr. Minister, but I know that the New Horizons granting programme in Ottawa is giving serious consideration to funding these people, and I really think it is our responsibility. So I throw that to you as a thought, because I think they do deserve encouragement. That's all I have to say, Mr. Chairman.

**Hon. Mr. McNie:** I don't know what more I can add, except to say that the budget again has been increased substantially this year over last year. We are in a position where if we are really going into the museum business we are going to have much larger funds than are presently available because of the fact that Ottawa is also moving into this field. We've been talking with them about avoiding and overlapping and trying to get some fair play and justice into the programmes, because the danger, as we are all aware, is that we get discrimination for whatever reason in the allocation of funds. This we have tried to avoid.

**Mr. Chairman:** Mr. Newman.

**Mr. B. Newman:** Are the grants given to local museums a percentage of the budget, or are they fixed grants, Mr. Minister?

**Mr. Styrmo:** Mr. Chairman, the grant is based on a matching basis up to a maximum that is appropriated by the owning agency for the operation of its museum. In the former regulations the maximum was \$600 on a matching basis for operating expenses plus a third or \$400 for curatorial salary. The curatorial salary could come from any source of revenue that the museum enjoyed. It didn't have to come from the municipal or other owner's appropriation.

The projections now under the terms of the revised grant programme will effectively double the amounts they can qualify for, so that instead of \$600 and \$600 it will be \$1,200 and \$1,200, which will effectively give a community museum a basic \$2,400-a-year

operating budget, plus \$800 or a third of \$2,400 in curatorial salaries, which is a total \$2,000 grant from the province.

**Mr. B. Newman:** I specifically make mention of the Hiram Walker Museum located in Baby House in my own community. I would assume that they do get substantial assistance from the Hiram Walker interests.

**Hon. Mr. McNie:** I would hope so.

**Mr. B. Newman:** They do not?

**Mr. Styrmo:** Mr. Chairman, no—

**Mr. B. Newman:** I will have to get after them.

**Mr. Styrmo:** I believe the corporation funded the restoration of the building and the equipment. It's a totally environmentally controlled building. It is a beautiful museum building—one of our pearls, I might say. But beyond that there hasn't been any further funding. It has all been funded through the library board; and up until this year the library grant establishment provided for this. But we have been in communication with the Windsor library board and Mr. Israel to make any changes that may be necessary for that museum to qualify under the terms of the regulations that are now under revision.

**Mr. B. Newman:** We'll have to ask Mr. Israel to contact the Hiram Walker people to talk them into making a substantial contribution as it is named after them. I think they may have a little further obligation to the community to provide something additional by way of culture to the liquid culture that is provided.

**Mr. Chairman:** From now on I'll change brands.

**Mr. B. Newman:** I wanted to ask if there are any grants at all concerning the artifacts that are in there—I'm referring to the documents. I understand the federal authorities are contributing a grant of some \$200,000 over approximately four years to either recondition or copy the documents there. That's a new grant announced within the last week or so. Are there grants from your department at all for that?

**Mr. Styrmo:** No, Mr. Chairman. It is an operating grant and the legitimate costs are primarily maintenance and can include the cost of the purchase or conservation of items within the collection. But that is the only sort of restriction there is on it. There is no

other provision for copying through this particular programme, sir.

**Mr. B. Newman:** Then we have three levels of government really involved in here. We have the municipality through the library board, the province with the assistance, and then we have the federal government which has now given assistance for the renovation or restoration of the of the various historical documents which it hopes will prevent further deterioration and decay. That's all I wanted to say, Mr. Chairman.

**Mr. Chairman:** Mr. Root.

**Mr. Root:** I think you answered the question, but I didn't hear the answer. In Wellington, they have a county museum in which the county council is involved with the historical society. I mentioned before that I made a speech 20 years ago suggesting you have a pioneer village, and I suggested the Guelph area. Guelph didn't take it up, but other areas did—Kitchener and Black Creek—in fact, I opened the Black Creek one up here.

But the historical society then set out to establish a museum which they have now, and I believe the county now are going to give them part of the old home for the aged. It has been a problem to find a suitable place to store historic machinery if you like. They were in a store in Elora, but they are moving out. But your grants are just for operating costs, are they? Are there capital grants?

The reason I ask is that I was at the official opening of the museum and they were talking about that; the federal people were going to bat on it, and I think they got something there. Now, what would that county museum be able to get from this department?

**Mr. Styrmo:** Well, sir, we are familiar with the Wellington County museum and the situation in Elora and the planned move to the new location. We spent a couple of days with them and the architect going over the planned renovation of the existing building, which is part of our service.

Under the proposed regulations there is provision for an incentive museum development programme and until the regulations are finalized, of course, it is still a proposal. But this is the direction and part of this particular allocation.

**Mr. Root:** You are moving in that direction, or you are hoping to move in that direction?

**Mr. Styrmo:** Yes sir.

**Mr. Root:** But at the present time there are operating grants and, if I heard you correctly, the maximum that a museum of that kind could acquire would be \$3,000?

**Mr. Styrmo:** Well, it would be \$2,000 for a museum that remained opened for 360 hours and at least 60 days of each year. The proposal is that museums that remain open for 1,080 hours in 180 days and at least 20 days in eight months, would qualify for an additional \$1,000. So that would make a total grant of \$3,000 for an almost full-time operation.

The object here is to provide an incentive for community museums to stay open longer to provide a service to local schools more than anything else.

**Mr. Root:** What about the Dufferin museum? They have one there too.

**Mr. Styrmo:** Shelburne?

**Mr. Root:** Yes, Shelburne.

**Mr. Styrmo:** Yes, they also participate in the grant programme.

**Mr. Root:** I am trying to remember. I'm a charter member, but is the county involved there?

**Mr. Styrmo:** I beg your pardon, sir.

**Mr. Root:** Is the county involved there?

**Mr. Styrmo:** Yes, sir. Primarily it is operated through the municipality of Shelburne but the county does contribute financially through that municipality to support that institution.

**Mr. Handleman:** One further question.

**Mr. Chairman:** Are you through?

**Mr. Root:** Just one other question, if I can. The first time I was up in Moose Factory, I saw the old blacksmith's shop, and I said, "We should have that down in southern Ontario." They claimed that was the oldest existing building in the province. They said "You tell the people of Ontario to—"

**Mr. Foulds:** Now he is being provocative!

**Mr. Root:** Well, I mean that was on my first trip.

**Mr. Foulds:** It is not bad enough you sons-of-guns take all our natural resources, all our young people, you culturally rape the north, now you want to take the oldest building in Ontario!

**Mr. Root:** No, I don't. It's a revelation to me, I didn't know at that time. And as I told you, I have become very soft on the north, and I would like to see that museum developed and assisted because this is part of the history of this country. We think we're old Ontario down here—we are not. The people up there—

**Mr. B. Newman:** It was settlers from his riding who put it up there.

**Mr. Root:** Oh no. There's a lot of history there, but—

**Mr. Foulds:** That's where Henry Hudson got lost.

**Mr. Root:** —do you give assistance for that type of development at Moose Factory?

**Mr. Styrmø:** Yes, Mr. Chairman, not financial assistance because the sponsor of that happens to be the Ontario Northland Transportation Commission. But our branch is very much involved with that. As a matter of fact, we were responsible for the development aid to remove the blacksmith's shop from its site, which was slated for demolition, to its present site, and the development of the orientation centre, and the park itself there. That began in 1967 or 1968, and we make a pilgrimage there each year to get it in shape for the summer period.

**Mr. Root:** I am all in favour of that. I'll make a confession: The first time I was there it wasn't too stable and I have a square-cut nail that I pulled out of the wall.

**Mr. Styrmø:** Oh, heaven forbid, sir!

**Mr. Foulds:** Desecrator of public property!

**Mr. Root:** It wasn't public property then.

**Mr. Foulds:** Even worse for a Tory, desecrator of private property!

**Mr. Chairman:** Mr. Handleman.

**Mr. Handleman:** Mr. Chairman, one of the key members of our committee isn't here tonight and I wouldn't want to let salaries and wages go completely undiscussed in this particular vote.

**Mr. Foulds:** Go ahead, Sid, give it a break.

**Mr. Handleman:** I just wanted to find out if in this vote, maybe in this particular line, is there anybody engaged in compiling an inventory of heritage buildings in the province; that can be used for things like museums or preserved in some way?

**Mr. Styrmø:** Mr. Chairman, this is a project that has been undertaken by the Ontario Architectural Association, in conjunction with the Heritage Foundation and I believe even some alumnae groups from various universities.

**Mr. Handleman:** They are liaising with Mr. Ryan then at the Heritage Foundation so I can ask him. I just wanted to find out.

**Hon. Mr. McNie:** That's a very important question because one of the things we're determined to do is use these buildings that we are going to preserve and restore.

**Mr. Handleman:** Having been on a select committee that discussed with the government of France their cultural preservation policies, we were quite interested in finding out—do we even know what our cultural heritage is before we can start to preserve it. It would be interesting to find out.

**Mr. B. Newman:** Carried.

**Mr. Chairman:** Grants to local museums. Anybody else? Carried.

Vote 2405, item 3, local and regional organizations agreed to.

The committee recessed at 11.15 o'clock p.m., and reconvened at 11.40.

**Mr. Chairman:** The committee will come to order. Vote 2405, item 4. Province of Ontario Council for the Arts.

**Mr. B. Newman:** Mr. Chairman, I have only one small question on this item and that is concerning grants to local organizations for the development of art.

In my own area, we've had an "Art in the Park" exhibit where various artists from southwestern Ontario displayed their wares in one of the finer parks in the community. It's a very popular project. I think this is the second year that they've had this, and I would strongly recommend that other communities adopt this concept, because it gives the citizenry an opportunity to see exactly what has been done by local artists as well as by artists who wish to exhibit in the area.

The exhibits are right in the park. Unfortunately, one of the days it did rain a bit and they had to cover up; but, other than that, it's an excellent show. I wanted to ask the minister if he makes a financial contribution to exhibits, such as "Art in the Park."

**Hon. Mr. McNie:** Before I call on Lou here, my own personal experience with it



has been that the Ministry of Government Services is handling this. For instance, just recently within this week, a group in Hamilton, the Hamilton Arts Council, was doing a very similar thing. It embraced all the arts—pottery, metalwork and things like that. They approached us and we spoke to the Ministry of Government Services.

What has happened, as you can imagine, is that grants have been proliferating and overlapping over all these ministries and to try to get some equitability, they have increasingly moved them into the Ministry of Government Services. I believe they're making grants in support of this type of activity when it's a group of this kind. Lou, would you like to speak to it yourself? I'm not sure to what extent you have got involved in this.

**Mr. L. Applebaum** (Executive Director, Province of Ontario Council for the Arts): It is a problem. We have occasionally examined requests for that sort of support. I think that the most notable one would be the support we have offered to the exhibit in city hall square in Toronto, where for many years the financial burden was carried by an individual. The group backing the display in city hall square felt that this wasn't a fair kind of condition to carry on; they came to us and we have made a grant for that purpose.

Generally, though, we'd like to feel that municipalities and the local resources should involve themselves as much as possible. It's a very awkward balance to try to strike, to decide at what point the province might profitably enter that field and at what point the municipal responsibility ends.

**Hon. Mr. McNie:** If I may interrupt, Louis, I think the answer partly is the extent to which it is legitimately an art function and not a social occasion. There's nothing wrong with supporting a social function — it gets people together — but then again you get a considerable involvement by the Ministry of Community and Social Services to encourage community groups to receive money for a lot of these kinds of activities. Where there is art, we're trying to find a way — and this reference we made earlier to Festival Ontario is an example — to move in and help people who have this kind of operation going.

**Mr. Handleman:** Mr. Minister, what kind of costs are involved in this kind of thing? I was down at Maple Grove Square last summer. It seems to me the artists bring

their works, they display them and they sell them if they can; the square is free. We have a similar show in my area called the Clothesline Fair.

What costs are involved? Artists are always willing to display their works if they're given a place.

**Mr. Applebaum:** That's true, and in most cases the "Art in the Park" kind of operation doesn't require financial support. In this case there is a fairly extensive preparation, a sort of administrative requirement.

**Hon. Mr. McNie:** That is right — a person, usually salaried.

**Mr. Applebaum:** There are some professional artists and juries and that sort of thing. Many hundreds of artists and art works were involved.

**Mr. Handleman:** It's a tremendous free show.

**Mr. Applebaum:** Yes.

**Mr. B. Newman:** Were there no grants at all given to "Art in the Park" in the Windsor area from your department?

**Mr. Applebaum:** I can't be exactly sure, Mr. Newman, but I believe that there was a small grant for that purpose, possibly enacted through the Art Gallery of Windsor.

**Mr. B. Newman:** Would you mind, at some time, letting me know by communication what the extent of the grant was, because to me the project was extremely worthwhile. It was conducted for two days. The response of the community to this "Art in the Park" was absolutely phenomenal, and I think it's the kind of thing that really should be encouraged throughout the province.

**Mr. Applebaum:** If I'm not mistaken, Mr. Newman, we do have a figure of \$300 that went to "Art in the Park."

**Mr. B. Newman:** Well, you can see, \$300— if that's all they received from all departments it's absolutely amazing that they could really operate with all of the advance publicity and correspondence to line up people from out of town who brought their displays. There were all facets of the fine arts, not just paintings. It was an exceptionally good idea, and I can only foresee it being more popular in the future. I would certainly like to see that expand to areas that may not have that. As Mr. Handleman mentioned, the Clothesline Fair, was it?

**Mr. Handleman:** The Bell's Corners Art Fair; it has been held for seven years.

**Mr. B. Newman:** I think that's an excellent way of displaying of what can be done. The parks department always does this at the end of the summer season and the students display the results of their summer's training. I think that any time we can display the cultural products of our own citizenry, we certainly should do so.

**Hon. Mr. McNie:** Mr. Chairman, may I just introduce the three gentlemen down at the front here? Louis Applebaum, of course, who heads up the Council of Arts; Ron Evans, who is the film and literary officer; Warren Wilkinson, who heads the financing; and Marcia McClung is the information officer.

**Mr. Handleman:** What happened to Prof. Adamson?

**Hon. Mr. McNie:** Pardon?

**Mr. Handleman:** Where's Tony Adamson?

**Hon. Mr. McNie:** Where's Tony?

**An hon. member:** Who's he?

**Mr. Handleman:** He's on the--

**An hon. member:** He's the smart one. He's sleeping.

**Hon. Mr. McNie:** He's not a civil servant.

**Mr. Handleman:** Oh well, neither is Mr. Ide.

**Hon. Mr. McNie:** I don't think the analogy is quite constant.

**Mr. Handleman:** I always enjoyed him.

**Mr. Chairman:** Mr. Parrott.

**Mr. Parrott:** I have probably missed the vote for choral groups. This isn't it?

**Hon. Mr. McNie:** Pardon me, but just to respond to the last question, knowing Tony he would have sat around here as long as Louis sat around here waiting to get to you. You know Tony.

**Mr. B. Newman:** That's not a caucus choral group you were talking about, is it?

**Mr. Chairman:** For the edification of the chairman, you might tell me who Tony Adamson is.

**Hon. Mr. McNie:** Tony Adamson is the chairman of the Council for the Arts.

**Mr. Parrott:** Are choral groups sponsored by the Council for the Arts?

**Mr. Applebaum:** In Ontario, as you are undoubtedly aware, there are many hundreds of choral groups. There are two or three that might be called professional choral groups that we support directly. The most notable one, of course, is the group called the Festival Singers, which is one of the great choral groups of the world now, and they do receive a substantial grant. The Guelph Elgar Choir was receiving some money because they had aspired to create a kind of regional choir.

For the most part, these many hundreds of church choirs, school choirs, community choirs and so forth receive support through a new organization that we helped to create a few years ago, called the Ontario Choral Federation, which provides the means for the upgrading of the quality of the work of all of these choirs. They have about 300 members in the federation and through workshops and the services of people like Elmer Iseler and choir experts, and various services and so forth, the choir community is served as a totality.

One other development from this choral federation was the creation of the Ontario Youth Choir, which is a choir of 30 to 40 young people from all parts of the province who come together primarily for the summer period under the best possible leadership. Again, a kind of choral equivalent of the youth orchestra has been created. And the youth orchestra, as you know, has also achieved great notoriety and high quality.

**Mr. Parrott:** Do you have any breakdown of your grants by groups? I'm thinking of artists, choral groups, musicians, and so forth.

**Mr. Applebaum:** Could you be specific? I think we probably have.

**Mr. Parrott:** Do you break them down into groups, first of all? We're talking about \$5 million now.

**Mr. Applebaum:** Yes.

**Mr. Parrott:** Is that budget broken into groups?

**Mr. Applebaum:** The first breakdown is by discipline, the music world as against the theatre world as against the literary world as against the visual arts world and so on.

**Mr. Parrott:** At the risk of irritating Mr. Handleman who doesn't like to hear too

many figures during estimates, could you break it down?

**Mr. Handleman:** I don't mind figures.

**Mr. Parrott:** I don't want salaries. I would like to have some general breakdown of how that rather substantial amount of money is spent here in Ontario.

**Mr. Applebaum:** Are you asking, Mr. Parrott, for a breakdown of our budget?

**Mr. Parrott:** Yes, not by tens.

**Mr. Foulds:** Perhaps, if I could interject, for starters we could break it down into the disciplines that he mentioned, theatre, music, etc.

**Mr. Parrott:** Don't get your fine-toothcomb out but I do want to have some concept of the breakdown.

**Hon. Mr. McNie:** Mr. Chairman, if I may, I have been trying to spare giving you too much information.

**Mr. E. J. Bounsall (Windsor West):** Go ahead. We are going to get it anyway.

**Mr. Foulds:** Of all the accusations we have made against you, Mr. Minister, after three and a half weeks in this committee, surely we haven't suffered from a lack of information.

**Hon. Mr. McNie:** Let me explain for each of these single votes, and there have been a great many come in under this last sector that we just finished. I could have given long introductions and gone on record, but I have chosen not to, so we can get on with what you consider to be the issues.

I think we have to recognize, and Mr. Applebaum and people can speak to them, that there have been three phases to this. One is supporting the existing groups, the other is helping other people to share in these experiences themselves one way or another, through travelling shows and what not, and then the third is the contact with individual artists themselves, however you describe artists, by making it possible for these people to contribute.

If we can think of these three areas as we talk about it, it will simplify things and we won't keep on jumping around. I am not suggesting which one you take first. If you want to deal with the individual artists first, which I think you were starting to touch on, you could and cover that field thoroughly. Then you could go on to deal with the ac-

cessibility or the extent to which the council is trying to make these resources accessible to other people, and then go on to the more formal groups like the symphony and others.

**Mr. Bounsall:** Is there an identifiable financial breakdown amongst those three groups?

**Hon. Mr. McNie:** I think so, yes.

**Mr. Applebaum:** It's kind of an exercise in presentation.

**Mr. Bounsall:** Do it whatever way you would like to do it, that would best satisfy us on the answer.

**Hon. Mr. McNie:** You handle it your way.

**Mr. Bounsall:** Go ahead, yes.

**Mr. Parrott:** I think all we are looking for, Mr. Applebaum, is a mosaic picture of your activity here in the Province of Ontario.

**Mr. Applebaum:** Essentially, in the largest of the breakdowns, we do, as the minister has indicated, provide support for existing organizations, for entities, like orchestras and theatre companies and choirs, and so on.

**Mr. Parrott:** What organization would receive the largest grant in supported groups?

**Mr. B. Newman:** Toronto Symphony?

**Mr. Applebaum:** The largest grant in the current year goes to the Stratford festival. A sum of \$220,000 is granted to the Stratford festival.

**Mr. B. Newman:** Do you make any condition on it at all so that they allow students in at a reasonable fee rather than the exorbitant price that they must pay today to attend the Stratford festival? It's \$5.50.

**Mr. Foulds:** Stratford still has cheap seats, doesn't it?

**Mr. Parrott:** Yes.

**Mr. Foulds:** A buck and a half?

**Mr. Parrott:** Yes.

**Mr. B. Newman:** \$8.50?

**Mr. Foulds:** \$1.50 or \$2.

Interjections by hon. members.

**Mr. Applebaum:** The Stratford festival also runs as many as eight weeks of special performances for students who come from all parts of the province at very nominal sums.



**Mr. Parrott:** That's pretty close to home. I am not going to question it. In round figures, how many groups would you support—10, 20 or 100?

**Mr. Applebaum:** Oh, no. We did a projection for this year and we expect to handle a total of 1,300 applications for grants this year, of which about 1,000 will come from organizations, from companies. It's remarkable how this figure has grown. For instance, only two years ago, the actual number of requests we handled from organizations was 239. In one year that jumped from 239 to 607 last year. This year we expect 1,000 applications for assistance from organizations, in addition to applications from individuals who want support. The spread is enormous, and it is increasing at a phenomenal rate.

**Mr. Parrott:** So, how many choral groups did you support?

**Mr. Applebaum:** Nine choirs in four different communities received or are budgeted to receive about \$117,000 this year.

**Mr. Parrott:** Nine plus what?

**Mr. Applebaum:** Nine choirs in four communities, about \$117,000.

**Mr. Handleman:** Why are they concentrated in only four communities?

**Mr. Applebaum:** Nine choirs in four communities.

**Mr. Handleman:** I would have thought nine in nine communities.

**Mr. Applebaum:** Well, the Festival Singers is in Toronto; the Mendlesohn Choir is in Toronto.

**Mr. Handleman:** Okay, I have got the answer now. It is Toronto.

**Mr. Applebaum:** No, there are four communities and Toronto is only one.

**Mr. Handleman:** Yes, they have got their share.

**Mr. Applebaum:** In addition of course to the support being given to choirs generally as indicated through the Ontario Choral Federation.

**Mr. Bounsall:** Could I ask a question just before you leave this? Are any of these grants that are tied to the Toronto choirs, for example—who seem to have more than their share—in aid of putting them on tour?

**Mr. Applebaum:** In part, yes.

**Mr. Bounsall:** So they do go on tour and part of the money is to see that they get out to other communities?

**Mr. Applebaum:** Indeed.

**Mr. Bounsall:** Do they get up to northern Ontario?

**Mr. Applebaum:** I think that the Festival Singers will be getting up to some parts of northern Ontario this year.

**Mr. Parrott:** But the terms of reference are that they can't go beyond the borders of Ontario and receive assistance?

**Mr. Applebaum:** It is our function to promote the arts in Ontario either through supporting groups resident in Ontario or bringing into Ontario some cultural entities of benefit to Ontario residents.

**Mr. Parrott:** Right, but an Ontario group would not be supported if it chose to tour England or the United States?

**Mr. Applebaum:** Not directly through us. We sometimes have to pick up some residues but they can appeal to—

**Mr. Parrott:** Where would that happen?

**Mr. Applebaum:** Either at the federal level through External Affairs—

**Mr. Parrott:** You say you have to pick up some residues sometimes?

**Mr. Applebaum:** A lot of groups are very anxious to tour Europe, even some of the more substantial groups like the National Ballet company and so on, and because they feel it would benefit their operation in one way or another, they compromise their activity to some degree in order to take advantage of the possibility of touring. The kinds of money they would get from, let's say, External Affairs, won't cover all of the costs, so that in some residual way we are involved in that tour in the fact that the operations of the companies and their activities in Ontario are curtailed, their budgetary planning may be affected by the tour and so on, so we are involved in an ancillary way.

**Mr. Parrott:** How would you judge, in a choral group, that one merited support and one didn't?

**Mr. Applebaum:** The nine choral groups that we have referred to are the ones that either are or are on the edge of deserving

the accolade, I suppose, of professional. They are providing special services of a very high quality to the communities in which they live. The thing that prevents us from supporting individual choirs in great numbers is their sheer number. We estimate there are well over 1,000 choirs in Ontario and if each one of them came to us for support, the first question is, do they need support for the kind of activity they are usually involved in?

**Mr. Handleman:** Are you supporting only accepted excellence or are you supporting some emerging excellence? I know it is a subjective judgement, but those who are already successful, it would seem to me, need the help less than those who are just reaching that status.

**Mr. Applebaum:** I think that's true. We are very conscious of the fact that certain parts of the province have greater difficulty in reaching that status of excellence than other parts, and certain groupings within the community have a greater problem, so we don't have a kind of across-the-board formula for granting. We try to be sensitive to the immediate needs, the Franco-Ontarian community and so on.

**Mr. Parrott:** You know, nothing succeeds like success and I have no axe to grind and I don't want you to feel that there is an ulterior motive here at the end of the discussion, but I think, following again on Mr. Handleman's point, a struggling choir perhaps needs that assistance more than the professional choir. Have you considered the possibility of granting on the basis of how much the organization is participating in its own support?

**Mr. Applebaum:** For instance, when a choir, in its own kind of activity, plans to do a large-scale work, maybe using an orchestra, we make small grants to aid in that cause to individual choirs. Generally, the kinds of community choirs, school choirs, church choirs, in a normal operation, don't seem to need financial support beyond what they can normally be involved in. A lot of choirs, especially some of the church and school choirs, like to tour. They go to Europe, they go to Vancouver, to Mexico and so on, and somehow they manage within their own resources to accumulate the money. They wash cars, their parents fund them and so on and they manage to conduct this kind of activity. For public money to get involved with a great number of these things may not be necessary at this point.

**Mr. Parrott:** Yet you do give \$117,000 to nine choirs. You know, that's a fair chunk per choir.

**Mr. Applebaum:** The largest chunk by far goes to the Festival Singers, which is aspiring to create in the choral world what we accept as a norm in the orchestra world.

**Hon. Mr. McNie:** May I just add one thing perhaps to save Mr. Applebaum some embarrassment? I don't think it's so much a case of giving these groups too much, as not having enough available to support a great many other groups that merit attention. I think it is a question of the dollars available.

**Mr. Handleman:** If you ever had to eat those 50-cent horrible chocolate bars that they sell to raise funds, Mr. Minister, I think you would be far more generous.

**Mr. Bounsall:** We will make sure you get the chance to buy one of each.

**Mr. Parrott:** Maybe I could go on to another area. How much do you give to the Shaw festival?

**Mr. Applebaum:** The Shaw festival this year received a substantially increased grant over what they were given last year because of the move to the new theatre and the new kind of requirements made on them. The grant for the Shaw festival this year is, I believe, \$60,000.

**Mr. Parrott:** The profession of dentistry subsidizes that. We are more than pleased. For every 50 cents there we contribute a nickel. Did you know that, Mr. Minister? We get it returned 50 times over.

Well, if that is going to present a little problem, I am not interested exactly in the amount, but how many in this area would you do?

**Mr. Applebaum:** Like the choir?

**Mr. Parrott:** No, no, but nine in \$117,000 for choral, how much now for performing arts?

**Mr. Applebaum:** The theatre world got about \$718,000 this year. The drama, the expenditures in the area of theatre which also involve dance, would be in the neighbourhood of \$1,325,000 this year.

**Mr. Parrott:** Did some of that money go to help little theatres, local little theatres?

**Mr. Applebaum:** Yes.

**Mr. Parrott:** By supplying directors?

**Mr. Applebaum:** Yes, indeed. There is an organization that was created a few years ago called Theatre Ontario which very much serves the same kind of function in the theatre world that I described for the choral federation in the choir world. In other words, it will provide professional expertise in the shape of theatre directors and designers and workshops and training courses and so on, designed to elevate the quality of what we might call the amateur theatre world. The administration of Theatre Ontario is paid for through the Ministry of Community and Social Services. We pay for the use of professionals. Our grant to Theatre Ontario this year is \$40,000.

**Mr. Parrott:** Okay. That starts to help me see the picture. You are talking about music or choral groups of \$117,000. You are talking about the theatre world; was that the phrase you used?

**Mr. Applebaum:** Theatre companies.

**Mr. Parrott:** How much goes to theatre companies?

**Mr. Applebaum:** \$718,000.

**Mr. Parrott:** \$718,000. Those are the kinds of large groupings that I'd be interested in.

**Mr. Applebaum:** Right.

**Mr. Parrott:** Can you give me the rest of them?

**Mr. Applebaum:** Orchestras, \$528,000; opera companies, \$195,000; and galleries, \$142,000. There are a number of what we call service organizations, a kind of umbrella organization that serves large communities. They will total \$456,000 this year.

**Mr. Foulds:** Are those the arts councils, the regional arts councils, you are talking about?

**Mr. Applebaum:** To some degree. The regional arts councils are another category. About \$35,000 will go to regional arts councils.

**Mr. Applebaum:** For instance, the Canadian Music Centre provides a service to the world of the composer. It has no particular regional context, it has no particular performing context; it helps the world of the composer. We make a grant to that organization. Where there are what we call umbrellas serving large communities within

the art, we just broke them down under the heading, "service organizations."

Grants to periodicals will total \$92,000; grants to publishing houses, \$84,000; grants to dance companies, \$261,000.

**Mr. Handleman:** Are the publishers' grants in line with the programme recommended by the royal commission or is it something different?

**Mr. Applebaum:** Mr. Evans is the literary and film officer. We have been in that field for several years now.

**Mr. Handleman:** I see.

**Mr. Applebaum:** If you'll recall in the report from the royal commission, our activity was taken note of to some degree.

**Mr. Handleman:** Yes.

**Mr. J. Duksza (Parkdale):** Which publishers do you support?

**Mr. R. Evans (Film and Literary Officer, Province of Ontario Council for the Arts):** We support the Canadian-owned, Ontario-based publishing houses. Last year 13 houses that received assistance. This year we are anticipating 18 houses. It's a fast-burgeoning field. The best guess at the moment is that we have about 40 Canadian-owned houses in the province. About 95 per cent of the English-language publishing is based here in the province.

**Mr. Duksza:** Do you give the support to the smaller houses, which we need to bring out something that would not really pay but needs to be brought out?

**Mr. Evans:** That has been our attempt, yes, particularly to assist them with programmes of publishing which they undertake with the anticipation of no profit.

**Mr. Bounsall:** Is that mainly periodicals or would it be books?

**Mr. Evans:** That is trade books, hard-covered trade books.

**Mr. Bounsall:** Trade books.

**Mr. Evans:** It can be soft cover, in fact, but they are trade books, as opposed to educational publishing, for instance.

**Mr. Foulds:** That would be poetry, biography, and that sort of thing?

**Mr. Evans:** Yes, we have identified an area of interest for the council's support as being



fiction, verse, the arts and contemporary Canadian social concerns, which is a pretty broad field.

**Mr. Duksza:** Did you support "The Dictionary of—"

**Mr. Evans:** "—of Canadian Artists"? Yes, in fact, we did make a grant specifically for that, although I may say that we do not give title grants, that is, grants in aid of specific book publication. Instead we give block grants to the publishing houses which are similar to operating grants that go to performing arts organizations. The reasoning behind that is that we think it is much better for the publishing houses to decide what they are going to bring out themselves and to undertake it rather than to have that depend on government assistance whether a particular book will be published.

**Mr. Duksza:** But the broad policy has been to support Canadian? You don't support reprints or translations or anything like that?

**Mr. Evans:** No, although, for instance, we did make a block grant to the University of Toronto Press last year which used it for a Canadian reprint programme specifically to bring valuable Canadian books back into print.

**Mr. Foulds:** Can I just interject on this specific point? Has any thought been given to stimulating translations, particularly from French Canada, which I think is a real need? There is a lot of good literary work in French Canada that is not translated. That is an area, I think, that would be stimulating to the province.

**Mr. Evans:** It is indeed a vital area. We have not moved into that area because there is a very heavy federal input there. The Canada Council has something in the neighbourhood of \$500,000 available this year for translations. It is generally conceded in the publishing industry that no book that requires translation need go without a subsidy under the federal programme. We do our best not to duplicate federal programmes.

**Mr. Applebaum:** We have, in addition, tried to encourage indigenous French-language publication in Ontario. It is non-existent at the moment but the seeds are being sown.

**Mr. Chairman:** There is a vote upstairs. We will be back as soon as the vote is over.

The committee recessed at 12:15 o'clock, a.m., for a vote in the House and reconvened at 12:53.

**Mr. Chairman:** Order. Now, if I recall, when the vote came Mr. Applebaum was in the midst of going through some of his disbursements. Were you through with Mr. Evans on the publishing?

**Mr. Foulds:** Well, if Mr. Bounsall was sure he was finished.

**Mr. Chairman:** He asked and then you asked, Mr. Foulds. Are you through with that particular item?

**Mr. Foulds:** Yes.

**Mr. Chairman:** Would Dr. Applebaum like to continue, then?

**Mr. Applebaum:** Mister.

**Mr. Chairman:** Mr. Applebaum, sorry.

**Mr. Applebaum:** I have grade 2 harmony, if that's of any help.

**Mr. Chairman:** Well, we'll get you an honorary degree somewhere along the line.

**Hon. Mr. McNie:** I think he sounded slighted when he was called a doctor!

**Mr. Foulds:** Ran Ide certainly was!

**Mr. Applebaum:** Would you want me to go on with—

**Mr. Chairman:** Yes, would you? After publishing we're done with it.

**Mr. Parrott:** It ought to be sufficient if you just gave us those three major breakdowns of supporting groups, the sharing of services and the artists themselves, as the minister outlined.

**Mr. Applebaum:** There are two concerns that are evolving in our programmes that are fairly new thrusts. One is our concern to help the creative individual; and the other is a concern we share with a lot of the other parts of government, in disseminating the benefits of what is usually located in urban communities, to all parts of the province.

We are trying to develop programmes in those fields and to allocate as much money as we dare out of our allocation to developing both of those aspects of our activities. Toward bringing creative people in touch with elements of the community and supporting them generally, we hope to be spending in the

neighbourhood of about \$300,000 this year. Toward moving elements of the arts world around the province, it is awkward to put a dollar figure on that, because a lot of the money that we give to organizations is designed to help them move around. But for specific programmes, which we could call touring if you like, or distribution, there will probably be something like \$450,000.

**Mr. Parrott:** That would leave slightly over \$4 million to support various groups?

**Mr. Applebaum:** Our granting is in the neighbourhood of \$4 million, yes.

**Mr. Parrott:** I think that's all I had. I just wanted to get some kind of an overall picture, Mr. Chairman.

**Mr. Chairman:** Okay. Mr. Foulds is next. But before Mr. Foulds starts—oh, I'm sorry, Mr. Bounsall. It seems to me that there is an intermix on many of the questions. I know Mr. Bounsall asked me before if every speaker was to go in order. The Chair would have no objections on interjections, provided that it's with the consent of the person who holds the microphone.

**Mr. Handleman:** Well, Mr. Chairman—

**Mr. Chairman:** It has been done the last round and it seemed to work as long as it's with the permission of the person who has the microphone.

**Mr. Handleman:** Mr. Chairman, I think we've agreed in this committee that provided the question was immediately following the same line it would be permitted, rather than going back over it later on when the witness had lost his line of thought.

**Mr. Chairman:** That's right, but I just don't want it to get to be that the speaker is drowned out by all the interjections. So, let's make it with the permission of the person who has the microphone.

**Mr. Foulds:** Witness! What is this, the Star Chamber?

**Mr. Handleman:** If it isn't, when did it stop being one?

**Mr. Foulds:** I don't want to put that on the record.

**Mr. Handleman:** It's on the record.

**Mr. Bounsall:** Thank you, Mr. Chairman. Just a few simple questions before I get into the meat of what I want to get at here. How

much, again, of the \$3.4 million allotted last year did you, in fact, spend? I hope you overspent it.

**Mr. Appleman:** We spend all of the money that is allocated. There is an awkward business with overlaps. In other words, we make grants that aren't necessarily picked up in that fiscal year. But I think our total expenditure last year was \$3,465,000.

**Mr. Bounsall:** So, you went over it by \$65,000? Good, keep going over it! It's the only way that you can get the figure up to a reasonable amount.

**Mr. Foulds:** It's the only way to do it.

**Mr. Bounsall:** Looking at this year's estimates, I again get the feeling that, for the first time in many Colleges and Universities ministers, we may have a minister who is more interested in some of the cultural programmes. If he isn't, then someone in his ministry is and is having some influence on him. I'm glad to see the figure is increased this year to \$5.1 million, but it's just about keeping pace. There were 607 applicants last year in one category that now has 1,300 applicants.

On that basis, based on last year's estimates, we should be talking about \$7.6 million, rather than \$5.1 million for this coming year's estimates. So, really, in terms of the applications that you're getting—these are the other years—you haven't made as big a headway for this year's expenditures as I would like to see and as I think you would like to see and I think that is what should be spent in this province.

So, whoever has got the ear of the minister, keep speaking and keep speaking louder and keep handing him that sort of statistical data, because I would like to see this at least in the vicinity of \$7.5 million this year, in terms of what I think are your worthy applications.

It was interesting to get some of the breakdown of the grants to the various places. We got answers almost exclusively to Mr. Parrott's questions in the support you gave to existing groups.

Before we get into some of the more detailed information on the grants to starting groups, travelling shows or individual artists — and I would like the sum total of the expenditures in each of those categories, if that can be easily obtained—why do we continue to support some of these existing large ones to the extent that we do?

Stratford only takes five per cent of your total budget at \$220,000—and maybe that is a reasonable expenditure—but in terms of the Stratford operation, which has become recognized as a national thing in Canada even if it does happen to sit in Ontario, and it seems to me that some of that \$220,000 bearing in mind that you only get \$5.1 million this year, could more profitably be spent elsewhere. What is your comment on that?

**Mr. Applebaum:** Well, most of the performing arts organizations cannot earn what they need from their own devices. If the Toronto Symphony had to charge—

**Mr. Bounsall:** Can we do it in terms of Stratford?

**Mr. Applebaum:** Yes. The Stratford festival budget is in the neighbourhood of \$3 million. The Stratford festival is one of the most successful earning entities in the province. It earns in the neighbourhood of 70 per cent of its needs through box office sales.

Most of the other performing arts organizations earn in the neighbourhood of 50 per cent, I would say, of what they need to operate. In other words, most of the performing arts organizations have to supplement their box office income with support from various sources. The various levels of government pick up a big part of what they call the income gap, and private fund-raising provides another sum of money to pick up that difference.

In the case of the Stratford festival, as I say, they actually require less on a percentage basis than most other companies do, but in terms of actual dollars, and because their budget is so very large, our portion of their income gap is, we feel, properly set at around \$220,000.

We have to support entities of that kind, otherwise they will disappear. As a society, we have to determine whether or not we want Stratford Festival kinds of companies, symphony orchestras, ballet companies, opera companies. If we feel that they are valid in our society, then we must support them at a level that will enable them to maintain high quality.

**Mr. Bounsall:** Do you see this grant—and let's take Stratford as the example, although there may well be others that you would prefer to talk about, and I wouldn't mind hearing you on those other large ones—but is this continuing subsidy to Stratford growing over the years? And do you anticipate a further growth in your subsidy of Stratford?

Or are they gaining on their intake on their budget, and can you anticipate the grants from Ontario Arts Council decreasing with time?

**Mr. Applebaum:** I think it depends on what expectations we put on the Stratford Festival. If we want the Stratford festival operation to present Shakespeare or that kind of play, period, then very likely we wouldn't need to subsidize nearly to the degree that we do. But if we want them to undertake experimental work, venturesome work in new fields, undertake a role of leadership in the development of the theatrical arts, let us say, and formally in music and in film, then subsidy is required. Our subsidy to them is relatively smaller on a percentile basis than in other cases.

**Mr. Foulds:** Excuse me, I just wonder, do you tie the grant to Stratford to experimental or Canadian theatre?

**Mr. Applebaum:** We try not to direct our grants in great measure. We don't want to say, "We will give you money if you do what we want you to do," because we don't feel that kind of dirigisme is healthy in the development of the arts generally. However, we do break down the grant to some degree, so that in the case of Stratford they have a third stage activity, experimentation, workshop activity and commissioning programmes. We do make specific sums available for those purposes.

**Mr. Foulds:** I think you would have to admit that Stratford by and large has failed in the sense of experimental development of new theatre in Canada. The only exceptions that I can think of off-hand in its 20-odd-year history are James Reaney's play, "Colours in the Dark," and the French-Canadian play they produced last year.

Those programmes get short shrift at Stratford. They put the emphasis in production on Shakespeare and on the classic theatre. That has a legitimate place in our society, I think, but when they put the money into costuming for "Othello," because the production values of the play are not enough, one begins to wonder about the validity of the subsidy of the Ontario Council for the Arts, for example, as opposed to the national subsidy to keep the National Museum Theatre going.

**Mr. Applebaum:** Incidentally, our grant to the Stratford festival on that score is about a third of the federal grant. In other words, they get \$600,000, I believe, this year.



**Mr. Parrott:** I would like to remind my hon. friend, when you are thinking of it in straight dollars and cents, you have got to recognize that there must be far more revenue to the provincial coffers because of the activity in Stratford than this grant would amount to. It must be rather colossal if we think in terms of those things. I am not trying to justify—

**Mr. Bounsall:** No, I understand that. I would just feel happier if we had the proper tax system in Ontario.

**Mr. Parrott:** Well, I am sure we could talk at length about that, but I think we should recognize what that means to that area and that community.

**Mr. Foulds:** Maybe the grant, though, should come from the Ministry of Industry and Tourism.

**Mr. Bounsall:** That's not a bad idea. Mr. Minister, go after some subsidy from Industry and Tourism for this arts council.

**Mr. Foulds:** No, for that institution.

**Mr. Bounsall:** For that institution, yes.

**Mr. Foulds:** We don't want to pervert the purpose of the arts council.

**Mr. Handleman:** As soon as something becomes established it becomes establishment, and our friends are opposed to it.

**Mr. Bounsall:** No, no. Not at all.

**Mr. Foulds:** No, there is a very valid and valuable place for the kind of theatre they are doing in Stratford, but in fact they haven't exploited the possibilities they could have in terms of development.

**Hon. Mr. McNie:** Other people are doing this, and I think Louis can speak to that soon—

**Mr. Foulds:** Right, and his agency's funding in that area is certainly very valuable.

**Hon. Mr. McNie:** There will always be the overlap you are referring to, as to what extent some of these things have an economic advantage and bring a return that's not necessarily identified with the theatre as such. There will always be this equation to deal with. I think, as Louis said, when the council looks at these things, it looks at them not in terms of what is being done but what are the outreach programmes, whether they are outreach in terms of, for instance, their association with this Algoma festival that is

coming up in the fall and which they indicated they would be glad to help. These are the kind of things that I think are important.

**Mr. Foulds:** I think the outreach programme is important too, and it's interesting to note that Stratford has not had an outreach programme in this province.

**Mr. Applebaum:** Except by reverse; they have been a magnet drawing to Stratford—and there's a valid argument for it—tens of thousands of young people both from Ontario and from other countries, for that matter.

**Mr. Foulds:** I would be happier with Stratford if it had, for example, continued its Canadian Players' side of the operation, which in fact toured this province. But they tour now, externally and through the States, because they are in a kind of money scale operation where they have to do that. I would be happier with Stratford if they were bringing some of those scaled-down productions such as they originally did of St. Joan, which was remarkable, to Moosonee, Thunder Bay and Dryden which they used to do.

**Mr. Applebaum:** Historically, at the time that was necessary and responsible activity on Stratford's part. The history of theatre has moved well beyond that. For instance, we have been able to identify in the last year 320 performing groups that go into schools.

**Mr. Foulds:** In Ontario?

**Mr. Applebaum:** In Ontario, 320 different groups.

**Mr. Foulds:** That's fantastic.

**Mr. Applebaum:** In the days of the Canadian players, there was practically nothing. In other words, perhaps by their example, perhaps by the negative example, we could argue that because Stratford wasn't doing enough for Canadian plays, that another kind of upsurge had to be generated, find in Toronto last year 95 Canadian plays were played on the boards and eligible for the Chalmers award, which was an award to a Canadian playwright.

**Mr. Foulds:** Actually you have a good argument. You could argue that Stratford was pre-empted. I'll think about that.

**Mr. Applebaum:** For the record, there are three new Canadian plays commissioned and produced by Stratford this year.

**Mr. Dukuza:** On that point you did mount a tour of the rest of the province.

You were talking about being able to do it for a couple of extra months. How much would it cost, because I think we should really consider that to mount a tour of a large theatre company, is very expensive and the subsidy would have to be increased considerably?

**Mr. Applebaum:** Aside from the sheer cost, there is a matter facilities. In order to play even in Europe last year Stratford had to reconstitute their productions to play on proscenium stages as against platform stages. We do not have very many platform stages.

**Mr. Duksza:** Has it been considered to make that whole company a year-round production?

**Mr. Applebaum:** It is virtually that now.

**Mr. Duksza:** Is it?

**Mr. Applebaum:** Ten months.

**Mr. Bounsall:** Continuing on, Mr. Chairman, I am a little disappointed though that for this particular vote that we didn't have more information from the minister. I know he is trying not to prolong it, but we will get the information out bit by bit in other ways; so it might have been wiser to have handed it out.

**Hon. Mr. McNie:** Just a second, if I may intervene, if you haven't got the information it is your own fault, because you were invited to visit us and to spend as long as you wanted with our people, before we even started to meet, to indicate what information you wanted. We would be happy to give it to you. Because of conflicting commitments, your party did not avail themselves of the opportunity. The Liberals did. If it isn't available, it isn't because we didn't make it available.

**Mr. Bounsall:** I don't remember the invite. Was it to each individual member?

**Hon. Mr. McNie:** Well, it went to your spokesman.

**Mr. Bounsall:** Well, it didn't reach us then.

**Hon. Mr. McNie:** No, I just point that out.

**Mr. Bounsall:** For example, I think of all the artistic talent and what-have-you up in the Ontario Council for the Arts in various ways and publications and so on which they are capable of. I always enjoy their annual report by the way. It is usually beautifully

done and what we find is all sorts of requests for the Ontario Council for the Arts' annual report. People just like leafing through it and like some of the things that are in it. Where are they this year? I can't recall one coming in. When might we expect that to be tabled or will it be like the Ministry of Health, two and a half years after the year that it should be reporting?

**Hon. Mr. McNie:** No, I think it is ready to be tabled almost immediately.

**Mr. Bounsall:** Why haven't we got it then in time for the estimates?

**Hon. Mr. McNie:** I have not got it at the moment myself.

**Mr. Bounsall:** You don't have it at the moment for distribution?

**Hon. Mr. McNie:** No.

**Mr. Bounsall:** But it will be available by tomorrow sometime or is it that soon?

**Hon. Mr. McNie:** I can't tell you that. Do you want a copy of it?

**Mr. Bounsall:** It comes in the normal form. If it was that ready, it would have been appropriate for us to have had it.

**Mr. Duksza:** When was it printed?

**Mr. Bounsall:** Is it printed yet? Is it back from the printers?

**Hon. Mr. McNie:** Yes.

**Mr. Duksza:** Where is it?

**Mr. Bounsall:** Why can't we have it then? What is the problem?

**Hon. Mr. McNie:** There is no particular problem as far as we are concerned.

**Mr. Bounsall:** Then why didn't you table it in time for the estimates?

**Hon. Mr. McNie:** Are you suggesting there is a reason why we haven't?

**Mr. Bounsall:** I would like to know the reason, if you have it and it is back from the printers, why it has not been tabled? It is rather suspicious that for some reason you don't table it until after the estimates are done. It looks like it is a deliberate move.

**Mr. Foulds:** They thought the estimates would be over much earlier.

**Mr. Bounsall:** What is in it that you wouldn't like us to see it while we are dis-

cussing the estimates, that you haven't tabled it?

**Hon. Mr. McNie:** I haven't seen it so I can't tell you what is in it that you might not want to see.

**Mr. Bounsall:** Would you answer why? If it is all ready to go why haven't we got it then?

**Hon. Mr. McNie:** Why you haven't got it?

**Mr. Bounsall:** Yes, it's all printed. You have got them. Why haven't the members of the House got them?

**Hon. Mr. McNie:** I have not got the report yet personally.

**Mr. Bounsall:** All it requires is 117 copies to be handed to you then.

**Hon. Mr. McNie:** There are many other things. I have had very little time in the office the last while. We have a few other things we have been working on.

**Mr. Bounsall:** You have one official report.

**Hon. Mr. McNie:** You are talking now about the official document. Any information that is in the official document is available to you here tonight. As far as the actual piece of literature itself is concerned, let us put it this way, it is not going to deliver anything to you—

**Mr. Bounsall:** I would be the judge of that, though, wouldn't I? I would hope it wouldn't, but it still sounds pretty suspicious. I didn't mean to get sidetracked over the mechanism of the distribution of this annual report, but just what is it, if they are printed, that causes a difficulty in distributing 117 copies to the House? You have an official here who is dead keen to answer.

**Mr. F. J. Kidd (Executive Director, Consumer Services Division):** The reason it hasn't been tabled is it was only printed this week. It was only received this week. This report is tabled by the Lieutenant Governor and we have to go through the procedures to get it to him to have it tabled in the House. As soon as we get that done, it will be tabled in the House officially.

**Mr. Bounsall:** You haven't been able to reach the Lieutenant Governor? That is the holdup?

**Mr. Kidd:** We haven't got the number of copies to get it to him to get approval. It

takes about 10 days to go through the various procedures for tabling by the Lieutenant Governor.

**Mr. Bounsall:** And it came from the printers this week.

**Mr. Kidd:** That is correct.

**Mr. Bounsall:** Okay. Before I get into further details on the grants to the travelling shows, starting groups, individual artists and so on, I am interested in another sort of breakdown of grants. These are not necessarily by theatre or galleries, although that might come out as an interesting point, but the regional distribution of the grants, if you like, around Ontario.

For example, in the sum total of all grants what does Toronto get, what does south-western Ontario get, what does southeastern Ontario get, what does northeastern Ontario get, northwestern Ontario and so on? What is the breakdown there? Do you have any generalized breakdown of where in the province the money is to be given in this coming year or was given last year, whichever you have or both, if you have them?

**Mr. Applebaum:** Mr. Bounsall, I can tell you what has happened in April and May of this year by region.

**Mr. Foulds:** Just excuse me for a minute, would that be generally representative of the pattern for the year?

**Mr. Applebaum:** It is more than half of what we have available for granting and it might probably be indicative. It is very difficult to give you accurate figures. For instance, this doesn't include what we call programming activities. We have a fairly substantial kind of programme for the north-western region, another one for the north-eastern region, for the Franco-Ontario region, groupings, and so on. These are not reflected in these figures. These are grants in response to requests from organizations.

In the first two months of this year, \$1,144,000 went to what could be called the Toronto-based groups. And even that isn't entirely fair. A grant to the Canadian Opera Company includes a grant to their touring activity.

**Mr. Foulds:** Could I just interject? Would the grant to Theatre Ontario be termed a Toronto grant?

**Mr. Applebaum:** In this compilation, very probably.



**Mr. Foulds:** That is a grant across the province, sure.

**Mr. Applebaum:** The eastern part of Ontario got about \$67,000; the so-called southern part of Ontario got about \$621,000; the northeast about \$16,000 and the northwest about \$67,000 so far. The ratio between northeast and northwest may change very substantially in the next period, but that happens to be what has happened in the first two months of this year.

**Mr. Bounsall:** When you say "southern" for example, do you mean all of southern Ontario apart from eastern Ontario and Toronto?

**Mr. Applebaum:** For instance, it would include St. Catharines, Stratford, Kitchener, St. Thomas, Windsor, London, Hamilton and so on.

**Mr. Bounsall:** Do you have those city breakdowns? I won't ask you for them all, but do you have them by city at the moment? I'm just interested in Windsor's and Hamilton's, as a matter of fact.

**Mr. Applebaum:** Hamilton and Windsor, in relation to the first two months of this year?

**Mr. Bounsall:** Yes, right.

**Mr. Applebaum:** The Art Gallery of Hamilton, \$16,000; the Art Gallery of Windsor, \$10,000; the Hamilton Philharmonic, \$90,000; the Hamilton Opera Corp., \$164.

**Mr. Bounsall:** Just \$164?

**Mr. Handleman:** You mean those two single organizations got more than all of eastern Ontario together?

**Mr. Foulds:** For the first two months.

**Mr. Handleman:** No, no, right, but this is about half of the grants for the year, Mr. Applebaum.

**Mr. Applebaum:** Yes.

**Mr. Handleman:** Eastern Ontario with about 700,000 people, compared to Hamilton with about 350,000.

**Mr. Foulds:** You've got the National Arts Centre in there.

**Mr. Handleman:** Well, I know but—

**Mr. Bounsall:** Look, there is something wrong here. I've got my figures for southern

Ontario. They do not include Toronto, eastern Ontario. The total so far in April and May of \$62,000.

**Mr. Handleman:** No, no, \$600,000.

**Mr. Bounsall:** Oh, pardon me, \$620,000, yes, of which \$90,000 went to Hamilton in one shot.

**Mr. Applebaum:** These are the actual figures but I'm afraid they give the wrong sort of balance.

**Mr. Bounsall:** Yes, okay.

**Mr. Handleman:** I'm sure they do.

**Mr. Bounsall:** I don't want to—

**Mr. Handleman:** Some paranoid suspicion.

**Mr. Bounsall:** —receive a wrong impression here. Do you have the breakdown for last year in just these five generalized regions? That would give us an overall picture of where last year's largess was distributed?

**Mr. Applebaum:** We don't have an actual breakdown. What I do have for last year is an indication that about \$95,000 went into what we can call the northwest in grants to organizations. I didn't go through with the exercise and break it down by the other regions particularly. We haven't been in the habit of doing it that way, so I don't have ready figures for it, I am sorry.

**Mr. Bounsall:** You don't—

**Mr. Applebaum:** I'll be glad to go through an exercise for you.

**Mr. Bounsall:** Yes, would you, probably not before the committee breaks up. If the estimates—

**Mr. Foulds:** I hope not.

**Mr. Bounsall:** —break up, we would like it, but if—

**Mr. Applebaum:** But I'll be glad to provide it for you if I—

**Mr. Bounsall:** Yes, I'd like to see them.

**Mr. Applebaum:** Hamilton and Windsor?

**Mr. Bounsall:** Well, now that you broke it up into five geographic areas, let's see it for the five areas for last year as a representative year then.

**Mr. Applebaum:** All right.

**Mr. Bounsall:** We'd like to see them in next year's estimates for this present year they were in. Okay?

**Mr. Applebaum:** Yes, we'll make sure that they are organized that way.

**Mr. Bounsall:** Now, by your own categorization, you broke the grants down into the supporting of the existing groups, and we got the breakdown within it. Your second category was the travelling shows, the grants to groups that were emerging, and the last one, individual artists. For those last two categories, could you give us the overall figure of what you are spending in the last of your two categories?

**Mr. Applebaum:** Toward grants to creative artists—which would include writers, playwrights, film makers and composers—this year, roughly \$200,000; toward artists in relation to classroom activity—we are very anxious to bring creative people especially into contact with the schoolroom community—we are hoping to spend about \$110,000. For scholarships for students in various ways, about \$90,000, and in order to encourage communities to relate to creative artists in particular ways, about \$48,000.

**Mr. Bounsall:** Yes. How's that spent? How do you encourage communities to relate to individual artists and spend \$48,000?

**Mr. Applebaum:** For instance, last year, a visual artist by the name of Jacques Schyrgens became resident artist to the city of Kenora. He established a kind of studio. The community was brought to him, in some way; he developed relationships with both the Indian community and the white community. Through his activities, in fact, those two communities began to communicate with each other to some degree. He revealed to Kenora insights into their own lives which they had never realized. You know, they would walk by outhouses day in and day out for years but they never saw that outhouse as Jacques Schyrgens saw that outhouse.

**Mr. Foulds:** What kind of an artist is he? Is he a painter?

**Mr. Applebaum:** He's a painter, water-colours primarily. He made such an impact on the city of Kenora they insist that he's coming back; he is going back. That was done with a \$3,000 grant, which brought him into the city of Kenora for three months to see whether they can work out such a relationship.

**Mr. Foulds:** This sounds really rather exciting. Are you using the same principle of the artist in the classroom?

**Mr. Applebaum:** This is kind of the artist in the community. This year Thunder Bay and Fort Frances are both going to have resident artists, one is a theatre man and the other is a tapestry artist.

**Mr. Foulds:** Who? I've never heard of them.

**Mr. Applebaum:** The theatre man is Peter Spuzak.

**Mr. Foulds:** That's in Fort Frances?

**Mr. Applebaum:** Right, and the Thunder Bay artist is—

**Mr. Foulds:** If I could interrupt for a minute, I wonder if you could explain a bit about this artist-in-the-classroom programme?

**Mr. Applebaum:** Yes.

**Mr. Foulds:** Let's not start with the obvious difficulty. Are you running into troubles? Have you got any assignments?

**Mr. Applebaum:** Oh yes, a great number. What we are doing is saying to artists primarily, "Find a school that is ready to relate to you, that is ready to invite you into the school. We will pay 90 per cent of your fee for this year. The school will be prepared to pay 10 per cent of your fee, plus incidental expenses if they are necessary for equipment, materials, travel, and so on."

**Mr. Foulds:** Well, hopefully he won't be teaching.

**Mr. Applebaum:** No, he is not a teacher.

**Mr. Foulds:** Good.

**Mr. Applebaum:** He is an artist being brought in as an artist to expose to children and teachers what the creative process is all about.

**Mr. Foulds:** Yes. He could be a musician or a painter, or a sculptor, or a writer.

**Mr. Applebaum:** Painters, poets, sculptors, film makers and so on, all the categories you describe. We have allocated for that programme \$95,000 this year. Last year it began as a pilot project and we were able to spend \$35,000, and as you see we—

**Mr. Foulds:** You can call that quite successful then?

**Mr. Applebaum:** Oh, yes, we expect that we could probably spend twice that amount of money, even this year.

**Mr. Foulds:** Yes. Are you aiming at secondary or elementary schools?

**Mr. Applebaum:** Both.

**Mr. Handleman:** When you say he is not a teacher, with all due respect to my teacher friends, I suppose the school would learn.

**Mr. Foulds:** You are darned right!

**Mr. Applebaum:** Oh, both the teachers and the pupils learn.

**Mr. Handleman:** Learning can be accomplished without formal teaching.

**Mr. Applebaum:** Oh, indeed.

**Mr. Foulds:** Oh, I said "good" when he said they weren't teachers, because I hoped it wasn't formalized—he wanted to get the sort of creative experience.

**Mr. Applebaum:** Absolutely. They are interfering in no way with the curriculum, with the teacher status, they don't acquire teacher status; they are not part-time teachers, they are not interfering in any way with that academic kind of process.

**Mr. Foulds:** This is, you know, really—I am flabbergasted. This is really good. How does the relationship develop in terms of the pilot projects? How do the kids respond? How do they come into contact?

**Mr. Applebaum:** How do they come into contact?

**Mr. Foulds:** Yes. Does he sort of set up a shop some place in the school or does he wander in or what?

**Mr. Applebaum:** It's up to the school to work out a process for incorporating his talents, if you like, and his presence. Sometimes they will give time in classrooms, sometimes they will do things in groups; they will use them in their own way depending on the nature of the person, so that the artist and the school—the principal or school teachers or the art people or whatever it might be—will work out a plan; and this is designed, not to bring them in for a few hours, but to bring them in for weeks at a time hopefully.

**Mr. Dukszta:** I especially like the idea of an artist in Kenora.

**Mr. Evans:** You might be interested in one case. They had a poet working with a group of grade school children, and they developed poetry in new forms. For instance, they had a facial tissue box, and they wrote poems on every tissue in the box and then put them back in again; and as you pulled out a tissue you got a poem on every tissue. That was the kids' idea. Another one they did with drink coasters; they wrote their poems on the coasters, put them in a can and called it "canned verse."

**Mr. Bounsall:** What level was this? Elementary school?

**Mr. Evans:** Elementary children nine to 11, I believe.

**Mr. Bounsall:** Nine to 11. That's impressive.

**Mr. Applebaum:** We are here to promote the arts, and nothing we could do could more effectively promote the arts than to bring the creative process into the conscience of young people, preferably at the earliest possible age. In the long term we feel that is the most significant contribution we can make to the future development of the art.

**Mr. Foulds:** How are you making this known to various municipal boards?

**Mr. Applebaum:** This has been worked out in collaboration with and with the total support of the Ministry of Education so that every school has received information about this. Application forms have gone to every school throughout the province.

**Mr. Foulds:** You are not just sending them to the principals? I was talking to one of your people, and I used to have to rifle through the principal's filing cabinet to find out what communications he received.

**Mr. Applebaum:** In order to defend against certain ingrained attitudes by the schools we are also in fact depending more on contacting arts through artist groups and so on and saying to the artists, "If you are interested in relating to a school, find a school and talk them into it."

**Mr. Handleman:** Is it not being disseminated through word-of-mouth recommendation, too?

**Mr. Foulds:** That is great.

**Mr. Applebaum:** As one school tries it and finds it very successful, it mentions it when it goes to conventions or meetings, and says,



"Have you tried this?" and how to go about it. So I think it is spreading very rapidly.

**Mr. Foulds:** That's really great. Double that budget next year.

**Mr. Bounsall:** I probably needn't ask, knowing the Windsor Board of Education, but nothing like this has started in Windsor, I am sure.

**Mr. Applebaum:** I can't say. Yes, I hope it will be fairly widespread.

**Mr. Bounsall:** But you don't know whether anything is going down there yet?

**Mr. Evans:** At the moment there are 180 applications in from artists and they are still being processed. There will be a panel of representative artists from each discipline who will be sitting and considering all the applications and trying to balance them both geographically and in terms of the arts disciplines so there isn't an overload on visual artists in southern Ontario, for instance. It will be balanced that way.

**Mr. Bounsall:** Well, I was asking the question from the other angle—not the artists and where they came from, but the schools and the school boards who have to pay 10 per cent of their take. I would be very surprised if the Windsor school board has loosened up at all, in any event, even though they are under the ceilings and all the other things that are imposed.

Do you know of any school in Windsor that has been able to find money from its board in order to promote something like this?

**Mr. Applebaum:** Sometimes the budget comes from the school allocation. In other words, they don't necessarily have to go to the board for the money but somehow they find the few dollars necessary.

**Mr. Bounsall:** I would be interested in knowing as time goes on if there is any reception in any school in the city of Windsor.

**Mr. Applebaum:** We will be very happy to find that out for you and let you know.

**Mr. Bounsall:** The separate board probably would, as a matter of fact, but the Windsor board is another story.

In the distribution of the moneys to the publishing houses, you said that it mainly came in the form of books. Was it all in the form of books? Were there any publications

involved, any periodicals, or were they all in the form of books?

**Mr. Applebaum:** No, we have a programme for supporting the periodicals too, which is also growing.

**Mr. Bounsall:** A separate programme? What's the percentage breakdown between books and periodicals?

**Mr. Evans:** Last year we granted to literary magazines and general magazines in the neighbourhood of \$25,000; this was distributed to about 16 journals. In addition, there are several visual arts magazines, Artscanada and Art Magazine. This year our budget was increased by about 30 per cent, so we are estimating we will have about \$92,000 going into periodicals this year.

At the moment we are doing a survey of 50 periodicals in the province with the anticipation of setting certain categories of granting and being able to distribute our grants more widely.

**Mr. Bounsall:** Do most of these periodicals find their way—at least the ones last year; you are hoping to expand it this year—but for either of the ones you are thinking of this year, and particularly last year, do any of these periodicals find their way onto the newsstands?

**Mr. Evans:** Yes, although distribution is a major problem for periodicals in the province. Most of them depend on mail subscriptions, and many are tiny literary magazines that have a very limited but very influential circulation.

**Mr. Bounsall:** Have you taken any interest in looking at the problems of getting these journals on to the newsstands, or is that completely outside your sphere of interest?

**Mr. Evans:** No, we have a couple of pilot programmes going. One is in co-operation with the Canadian Booksellers Association. There is a pilot programme to offer magazines at reduced rates to students; a card is being distributed that will allow them to buy a number of Canadian periodicals at a package rate.

One happy development is that just within the last couple of months a Canadian Periodical Publishers Association has been formed with our encouragement and a small grant to get them going. They have a number of pilot projects which they are discussing with us.

We are looking at possibly trying to hit the American market with some of the Canadian periodicals, particularly the educational market—universities, colleges and libraries in the States, because that is where the potential market is for Canadian publications.

**Mr. Bounsall:** I had a sort of ulterior reason for asking that. I am still under the impression, not so much the journals that you would be supporting, but even in Canadian periodicals and journals that sell pretty well, that as far as general distribution through newsstands and what have you, these are still placed in a disadvantageous position on the newsstand relative to other periodicals, particularly American periodicals, for which even the Canadian one continues to outsell them. You are talking about an entire group of journals and periodicals that wouldn't normally find their way at all onto a newsstand, let alone find where they are placed on that newsstand.

**Mr. Evans:** It has been characteristically true that in fact Canadian journals have been placed on the back racks by distributors that were to a large extent controlled from the United States. Happily, that situation has been largely corrected within the last two years by the new legislation that was introduced in response to the interim report of the royal commission on book publishing. You will recall that there was some immediate legislate which corrected that situation.

**Mr. Bounsall:** The placing of journals on newsstands?

**Mr. Evans:** Yes, in fact, because there are now controls on the ownership of the distribution companies. It is a rather complex situation, but you may recall there was a danger of some of the major distributors being taken over from St. Louis.

**Mr. Bounsall:** Yes, here in Toronto.

**Mr. Evans:** That was cut off, and now the situation has in fact changed. Certainly I know in the Toronto area you find the Canadian periodicals equally displayed with foreign periodicals.

**Mr. Bounsall:** I am glad to hear that. If your findings continue to show that and if the journals you are supporting get out on the newsstands, you feel confident that they will have a relatively good placing?

**Mr. Applebaum:** Well, in general terms, Mr. Bounsall, obviously we are anxious that the material reach as wide an audience as

possible. If that audience is best reached by mail, for instance, rather than through newsstand distribution, then maybe that would be the channel to follow. But we are concerned that wide access to our creations, if you like, is a cornerstone of our policy.

**Mr. Bounsall:** Right. Getting down to individual artists, do you not make grants to any individual artist who by his endeavours and his particular line of endeavour may become self-supporting in terms of a business enterprise? Do you make grants of any kind to that type of artist? If not, why not?

**Mr. Applebaum:** Would that we reach a point in our social development where poets can become self-supporting, where composers can become self-supporting, where artists generally, painters and sculptors, can become self-supporting. If we mature to that degree, then perhaps we will say that we have been successful in achieving our job in promoting the arts.

Until that happens, and there is an awfully long way to go, all we can do is participate with other elements in encouraging society to develop that kind of point of view.

**Mr. Bounsall:** Let me be very clear about what you are saying here. What you are saying is, because you have such a long way to go with poets that you are not going to give a grant then to somebody who might be a couple of years away in the particular endeavour for which he is applying in becoming self-supporting?

**Mr. Applebaum:** No, in fact, most of our support to individual artists goes to what could be described as the emerging artist. For instance, we make grants to emerging writers, people who have not achieved either a financial or other kind of position, but have, hopefully, aspirations and talents in that field.

We do not, like the Canada Council, have a large process, or a large budget devoted to specific grants to individual artists on that basis. They have, as you know, a rather complex and costly process for weighing applications from individuals, deciding whether artist "A" deserves a grant, and if so, how much.

We try to avoid the bureaucratic process; we have also not really had enough money to embark in that field in a substantial way. We do what we can and most of it is devoted to the emerging artist.

**Mr. Bounsall:** Okay. What's the average grant per what you would classify as indi-

vidual artists? What is the average grant per artist?

**Mr. Applebaum:** In the case of the literary arts, it would be about \$600 to \$700 average. In the case of grants to composers for commissions, it's probably around \$1,000 to \$1,500. The average award to an individual last year was \$841.

**Mr. Bounsall:** Yes, okay.

**Mr. Foulds:** That is sort of like a per-pupil grant to elementary schools.

**Mr. Applebaum:** It is kind of a silly figure to quote.

**Mr. Handleman:** Mr. Bounsall, may I ask, just before you go on: Are these selections completely subjective? Do you not have any criteria? Is it simply a question of we think this man might be okay? Is it a gut feeling? How do you do it?

**Mr. Applebaum:** We have various ways but the last thing we do is make a personal judgement. What we try to do is have the milieu, if you wish, assessed. In other words, people who know, who can—a kind of a jury system if you like—make judgements.

In the case of grants to writers though, we are accepting the recommendations from publishing houses, which serves a double purpose; a young writer will hopefully make contact with a publishing house this way, and maybe the public will therefore reap the benefit eventually because the writer's work will be published and be available to the public generally. Also, it avoids the setting up of a costly slow process of reading, judging, assessing and weighing applicant "A" and applicant "B." So, on the recommendations of publishing houses who say, "We know of a talented young guy," we say, "Okay."

**Mr. Handleman:** What about our artists? Do you use in the galleries, or gallery owners?

**Mr. Applebaum:** We have not yet got into the granting to individual painters and so on. We have tried to help them in other ways. Playwrights are going to be helped this year on recommendations from theatre companies. Composers are being helped primarily through a commissioning programme from people who will play their works. So, we are not making grants for abstract creation; we are trying to make the support, we try to tie the support to the potential access to the public.

**Mr. Bounsall:** Well, we certainly support you in trying to extend this support to individuals in other areas. And, if you feel, in fact, that individual artists, however they are brought to your attention, could be helped and should be helped from the public point of view by individual grants, we certainly hope to see money in your budget next year. There obviously isn't money there for it this year, for individual painters and sculptors.

**Mr. Applebaum:** We put the highest priority, philosophically, on support of the creative individual in our society. We feel that should be our prime concern. Historically, we have not been able to manoeuvre our budget to reflect our philosophical attitude.

**Mr. Bounsall:** Thank you, Mr. Chairman. I think that I'll end my remarks at that point, except to say that I think more support should be thrown in here. This ministry particularly is certainly used to tying grants to institutions via a formula basis, and I think that in determining the estimates one might well look at the increase that has occurred in the number of applications that have come in and have that more reasonably reflected in the amount that's allotted to it.

**Mr. Parrott:** Does the hon. member realize that the other committee has risen?

**Mr. Handleman:** So?

**Mr. Bounsall:** What effect should that have on the Ontario Council for—

**Mr. Handleman:** Nothing.

**Mr. Chairman:** Absolutely none.

**Mr. Parrott:** No effect at all, sorry about that.

**Mr. Chairman:** Mr. Root.

**Mr. Root:** Yes, Mr. Chairman, in the vote for cultural and general education, do you pay out of this budget grants to music directors in churches who have a standing in the field of music; band leaders who are outstanding in the field of band leaders? I represent a rural area where there are many fine high school bands if you like; church choirs—in fact I sing in one myself; I should be getting out at my age. But the director, who teaches music, and she has training, developed a choir of 22 voices and we actually sang in John Bradshaw's farm broadcast on a Sunday morning.

I am wondering whether there could be some form of grant to choir directors, band



leaders who have a qualification and can train the people? I think of Edward Johnson, who started singing in a church choir in Guelph and became one of the great men in the field of music and a credit to this province. Do you have grants for that, or do you consider getting into that field?

**Mr. Applebaum:** We don't make specific grants to the individuals. We do offer ways for such an individual to participate in self-improvement exercises, if you like, through workshops. In the case of choir directors, many of them in regional workshops would have the opportunity. Just recently, for instance, a number of choir directors had an opportunity to conduct the Festival Singers. The Festival Singers as a group became a tool for improving the quality of precisely the kind of choir conductor you are describing, through the works of the Ontario Choral Federation.

Conductors generally—again we don't help individuals, we help orchestras—we have a way of encouraging new conductors to come out. We support a kind of competition for new conductors, and in collaboration with the University of Toronto have a year-round kind of fellowship created for emerging conductors who work with orchestras in the university theme.

**Mr. Handleman:** Are you in the pop art field at all?

**Mr. Applebaum:** Yes.

**Mr. Handleman:** Particularly in music?

**Mr. Applebaum:** Yes. Again, we do it in a very small way. Two years ago we did something that was hopefully more significant. What we did was to offer emerging songwriters an opportunity to record their stuff by sending a little portable studio around the province. Several hundred young pop writers who wrote and performed material were able to acquire demo records and they used that for the promotion of their own career.

**Mr. Handleman:** I recognize the danger from the high cultural organization exclusively.

**Mr. Applebaum:** We are talking about doing some things in the jazz field, helping folk songwriters and so on. But we have no large-scale programme. I must not give the impression that we are into that very deeply.

**Mr. Root:** I am thinking of the contribution that some of these people make with

no remuneration. In some of these smaller country churches, nobody pays them, but this lady I am thinking about has the qualifications, she takes the young people into her home, she trains them and then puts the choir together. If in some way you had some small incentive it would be helpful, but the director would have to have a certain qualification before they would even qualify for this. I have been in many churches and some of the music is very bad because they haven't got a good director. But with some assistance you might be able to help. I am thinking of cultural and general education. Maybe you haven't got it? Apparently you haven't.

**Mr. Applebaum:** I would like to take your suggestion under advisement to the choral federation. Maybe they can undertake a programme to give some kind of recognition for outstanding people of this kind.

**Mr. Root:** I thought of something else and it referred to a comment made about Stratford, what it does and how many people it attracts. Really that was one reason that I supported the increase in the sales tax. With all these tourists coming in, buying their meals and paying for their motels, their gasoline tax and so on, there is a little more revenue coming in. If we become the cultural centre in Ontario you'll have people coming from all over the world and we can probably give a little more assistance.

**Mr. Chairman:** Mr. Foulds.

**Mr. Foulds:** I just have a few brief comments—well probably not so brief.

**Mr. Chairman:** That should be good until 6 a.m.

**Mr. Foulds:** I think the general thrust of what I had to say, I said the other night about the general philosophical approach that I have to the Province of Ontario Council for the Arts, but there are a few additional comments I'd like to make. They are not as coherent as I would like them to be. I really am impressed by the thrust that has emerged in the last hour or so in terms of the development of the individual artist and the kind of programming that you are trying to develop between the communities. I think that is really very healthy.

I would like to see more emphasis, if possible, given to new groups and to individuals. I noticed in the press release of June 9, for example, out of 77 grants 12 were to groups never before supported by the council. I know that you are in a delicate balance here, be-

cause you can't cut adrift those that you have already started without destroying some of their programmes. There does have to be some kind of criteria for supporting groups. I wouldn't want a grant to go to a group just because it was a new group. I think there should be some kind of—call it assessment—but I would like to see the emphasis perhaps even a little bit more in that direction.

In going through that press release and specific grants that are outlined in it I was particularly pleased under the special award section that two Indian groups and the Vieux groups.

**Mr. Applebaum:** The which?

**Mr. Foulds:** In Ottawa. What is that one for? Can you recall that? It's on the bottom of page 3. My French is—

**Mr. Applebaum:** I think it is a new French-language theatre group in the Ottawa area.

**Mr. Foulds:** Oh, fine, right. You might put a word in the ear of Heritage Ontario about the Red Barn Theatre at Jackson's Point. That is in fact a really good history. It has made a valuable contribution to the cultural life of the province. There have been a lot of good plays put on there and a lot of very fine actors have gone through that summer stock theatre. It may eventually no longer be usable as a theatre. The bats fly back and forth during performances, and so on, but it's a place for which Heritage Ontario perhaps could find a use.

I was also pleased that Factory Lab received a \$30,000 grant because I think Factory Lab, if I'm not mistaken, is one of the best places for introducing new plays and Canadian plays in Ontario. They certainly deserve credit for that and assistance for that.

I wonder if, without too much digging, you could give me a rough approximation in the budget to professional versus emerging amateur. Is there any kind of ratio that you could indicate to me on that?

**Mr. Applebaum:** No, I don't think so. We know that the new companies, which usually tend to come out of the amateur world into a kind of professional status, are increasing at a very substantial rate.

**Mr. Foulds:** They are, unfortunately, increasing largely in the large urban centres like Metro Toronto.

**Mr. Applebaum:** No, not necessarily. For instance, we have been instrumental in seeing

that out of the French communities of the northwest—

**Mr. Foulds:** Northeast.

**Mr. Applebaum:** In the northeast, where nothing was going on, we have tried to stir things up by training people to undertake leadership to try to involve their community in artistic activities of one kind or another. We find that now they have reached the point where they have entities which can come to us for grant requests. There are now seven, eight, nine, ten kinds of things coming out of that region that just weren't there before.

Whether they are what you would call professional is maybe a moot point but we can't apply in that milieu the same kind of standards that we would apply in Toronto. As I say, we try to be very flexible in our attitudes, but that particular kind of thing was a direct result of our own initiative in creating a programme to train potential leaders. We called it operation resource.

**Mr. Foulds:** Did you have animateurs?

**Mr. Applebaum:** Animateurs?

**Mr. Foulds:** I think that is particularly important in this province because as we were saying in the intermission there is almost the feel of imperialism from Quebec among Franco-Ontarians.

**Mr. Applebaum:** No, it is a growing world and we are encouraging it as much as we can.

**Mr. Foulds:** That's great. I want to clarify a couple of things. The youth and recreation branch of the Ministry of Education before it was transferred to Community and Social Services used to give some grants to amateur theatre companies for development programmes, workshops and that kind of thing. Have you taken over that function entirely?

**Mr. Applebaum:** No, I think the kinds of programmes that they were into historically they are trying to maintain. We collaborate in many instance. In the case of Theatre Ontario, for instance, it's a collaborative effort.

**Mr. Foulds:** Oh, yes.

**Mr. Applebaum:** They are providing operating money, if you like, and we are providing the money for the hiring of a professional.

**Mr. Foulds:** Yes, the programming.



**Mr. Applebaum:** Right. So they are still active in theatre and in certain other fields, too.

**Mr. Foulds:** I might just comment there. I know my own area while I was acting the theatre benefitted from that programme greatly. We had people like Ron Hartman and Adrian Pecknold and Ed Kotanen come in as professionals to help us with productions. That's really very valuable raising the quality of the group and gives them an objective assessment from outside about the terms of what they are doing. Really that should be promoted.

Do you run into any problems in terms of LIP grants versus your grants?

**Mr. Applebaum:** It's a big area for discussion. I think in a few key points the criteria by which LIP grants were made were not the criteria by which we have been operating. The amount of money that was infused into the arts world because there was such an enormous response from the arts world for LIP and OFY money was very substantial. The impact, therefore, of LIP and OFY on the arts world is equally substantial.

But their criteria and ours are not parallel, because they in fact are contradicting a certain basic philosophy by which we have traditionally been supporting the arts. We say, "We will give you some money, a little bit of money, if you will raise other moneys, if you will raise money through box-office activity and so on." The LIP money on the other hand was given on the basis that there would be no other income, primarily. In other words, there was no need to earn box-office revenue. There was no need to relate to the community, to prove community validity if you like, so that we would have provided seed money, encouraging money at the extent of \$1,000 or \$2,000 to a company which would walk down the street and get \$40,000, \$50,000, \$60,000 to \$140,000 from LIP or OFY.

Obviously the impact on us is substantial. What to do about it is a question. You don't want to deny those dollars into the arts world. What they have done to stir up and to involve more and more people in what could be called arts activity is most valuable. It's almost essential. It has changed a lot of the community attitudes. Obviously, the impact on our traditional function is great, and the impact on our future attitudes is great. So the problems are there, the solutions are not there; and what the solutions might be, I wouldn't dare to say.

**Mr. Foulds:** My own observation, frankly, is I think the LIP and the OFY in some areas distort rather badly what would be natural developments. I'm thinking—and I hate to be parochial—but I'm thinking of a production in Thunder Bay that was funded, I believe, under OFY for "Romeo and Juliet", which was somewhere in the neighbourhood of \$20,000 to \$30,000. Performing groups that have been in that community for years had never seen that kind of money and on those criteria a lot of that money was wasted. Like you, I don't want to deny the money, but I think it's not really best directed the way they are doing it in OFY and LIP for the arts programmes.

**Mr. Applebaum:** But from their point of view, they are providing jobs—

**Mr. Foulds:** Oh yes, fine.

**Mr. Applebaum:** —an absolutely valid function—

**Mr. Foulds:** That's fine on that criterion, as long as we understand that; but that does distort the level. What happens possibly is that there is a decrease in what the community should expect of its performing or individual artists. To put it crudely, you get some awfully amateurish crap put on that gives theatre or dance or artistic endeavour a bad name in some ways, when you use those other criteria.

**Mr. McCullough:** I think there is another problem too. Where they have a success, where a theatre company does become established and gets used to being funded by LIP or OFY grants to such a degree, if those grants are suddenly withdrawn, and they're used to getting maybe \$50,000 and \$60,000 a year, they go back to the Arts Council and get their \$1,500 again and are substantially short.

**Mr. Foulds:** And it doesn't have this developmental one.

**Mr. Applebaum:** Second and third year funding is a very big problem with LIP grants.

**Mr. Foulds:** Some other quick questions: I would like to make a suggestion that you develop some kind of programme for the visual artists to improve the sterility of the walls of the Legislature, particularly in the committee rooms, the north wing and so forth. I would really like you to take a look at that. We have yet to raise the tone here somewhat.



**Mr. Applebaum:** We have had it for a couple of years now; it was initiated in the first instance by our first visit into this room. We have been trying to encourage Government Services to embark on some kind of arts acquisition programme for the purposes of decorating and enhancing their own environment.

**Mr. Foulds:** More power to you! I was talking to one of your other officials, and you might tell Government Services that the Ontario Art Gallery will clean your pictures for you, I understand.

One final point: It seems to me that society's culture reaches a point of maturity when, in fact, the good-bad literature and the good-bad theatre achieves a certain capacity. I'm thinking, for example, of two novels I read a couple of years ago. One of them was a hockey novel called: "McGonigle Scores," and the other was a detective novel called, "The Weird World of Wes Beatty," which I think were marvellous books.

In "The Weird World of Wes Beatty," for example, a character was created—and unfortunately the author is now dead, I understand, so that he can't develop that character—a first-rate detective person in the same league with Appleby, Maigret and Travis McGee. That kind of literature or activity, does it get any consideration from POCA?

**Mr. Applebaum:** As I tried to indicate, we try to avoid the making of title grants. In other words, we don't want to say to a publisher, "Publish what we like." Our money that is granted to a publishing firm is hopefully designed to enhance its programme of the publication of Canadian work. It might very well include a work of that kind. We don't know in specifics.

**Mr. Foulds:** I think that the skilled crafts-men in those areas need to be encouraged too.

**Mr. Applebaum:** In all areas, yes.

**Mr. Foulds:** That's all, Mr. Chairman.

**Mr. Handleman:** One very fast question: We've gone all this night, Mr. Minister, and nobody has mentioned artario, either for last year or this year. First of all, I am one of those who thought it great fun, and I think many people who sponsored it in my area enjoyed it. What I don't know is how it was received by the public, whether it was a financial success and have you given up completely on the idea of repeating it?

**Mr. Applebaum:** No, we think it was a great success. About 514 or 520 artario exhibits were sold at \$200 roughly, in other words, in that many communities, and the spread throughout the province was enormous. The spread throughout the country was rather extensive, and some sections found their way into other countries as well.

Individual pieces went on sale from artario and some 2,500 of those have been bought by individuals. The initial purpose of artario was to say art can be fun, art doesn't have to cost thousands of dollars. You can relate to it in your own way. "Art for the people" was the motto and I think we achieved that objective rather successfully.

We're not at all unhappy about the impact that artario made on the art world. We're especially pleased with the attitude of the artists, who were concerned that their art should be available at very low cost to the maximum number of people, which was a reversal of the traditional attitude of the artist to his marketplace, if you like—exclusivity and, because of uniqueness, very high cost and some snowballing rise in costs as its uniqueness became more apparent. So there was this kind of social reversal of the basic attitude of very many of the Ontario artists which we find very encouraging.

We think it was a success. We're considering a development of artario or a multiple show in some way. We're also considering other kinds of multiple processes that would make art again available at a very low cost.

**Mr. Handleman:** Thank you.

**Mr. Chairman:** Anything else? No. Carried?

Vote 2405 agreed to.

**Mr. Chairman:** All right, we shall go to vote 2406, but just before we—

**Mr. Morningstar:** Carried!

**Mr. Chairman:** —do, I am going to exercise the prerogative of the Chairman.

**Mr. Foulds,** on behalf of the standing committee on social development, and the minister, we would like to convey our condolences to Mr. Laughren on the death of his mother, and we would appreciate it if you could do that through your caucus.

Now, shall we go to vote 2406—archives and records management programme? Item 1, archives. Carried?

Carried.

Item 2, records management. Would the distinguished member for Welland South like to participate?

**Mr. Morningstar:** I'm not from Welland South.

**Mr. Chairman:** Welland. Would you like to say something?

**Mr. Morningstar:** I say "carried." Everything's going along very well, Mr. Chairman. Vote 2406 agreed to.

**Mr. Chairman:** This concludes the estimates of the Ministry of Colleges and Universities.

The committee adjourned at 2.10 o'clock, a.m.

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# Legislature of Ontario Debates

## STANDING COMMITTEE ON SUPPLY

Estimates, Ministry of the Environment

Chairman: Mrs. M. Scrivener

OFFICIAL REPORT — DAILY EDITION

Third Session of the Twenty-Ninth Legislature

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Tuesday, October 2, 1973

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Speaker: Honourable Allan Edward Reuter

Clerk: Roderick Lewis, QC

OFFICE OF THE SPEAKER  
PARLIAMENT BUILDINGS, TORONTO  
1973



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(Daily index of proceedings appears at back of this issue.)

# LEGISLATIVE ASSEMBLY OF ONTARIO

TUESDAY, OCTOBER 2, 1973

The committee met at 8:05 o'clock, p.m., in committee room No. 1; Mrs. M. Scrivener in the chair.

## ESTIMATES, MINISTRY OF THE ENVIRONMENT (continued)

On vote 1803:

**Madam Chairman:** The meeting of the committee of estimates will come to order. If you will recall after our long recess, we were debating the estimates of the Ministry of the Environment and we were on page R36, vote 1803. We had commenced the item on waste management.

To refresh your memory, we have had three speakers on this already. We had Mr. Newman, Mr. Foulds and Mr. Drea at our last meeting and our next speaker, if he is ready, is Mr. Good. Then the next person I had indicated who wished to speak was Mr. Deacon, but I suppose at this point we really should start playing it as it comes and wait to see how it develops.

In the meantime, would you please indicate if you wish to speak on this item?

**Mr. E. R. Good** (Waterloo North): Yes, thank you, Madam Chairman. I am substituting for whoever of our men are not here. I guess it is Mr. Worton; he is not here.

**Madam Chairman:** Who else is coming, Mr. Good? Mr. Riddell is going to substitute for Mr. Braithwaite?

Please proceed, Mr. Good.

**Mr. Good:** Yes, thank you. In the main thrust of my remarks tonight, I would like to deal with the whole philosophy of waste management; that is, the policy still in existence in most areas, dealing with the studies as far back as 1967 and 1968 when it was definitely a policy of this government that sanitary landfill was the accepted method of dealing with waste management.

Some steps have been made in the meantime, very small steps, toward looking at alternative methods such as the reclamation

of waste material; recycling; and the using or the burning of waste material for production of hydro-electric power.

At the outset, Madam Chairman, may I ask the minister a question? Have I missed the announcement that there is a new deputy minister in this ministry?

**Hon. J. A. C. Auld** (Minister of the Environment): No.

**Mr. Good:** Mr. Biggs is still the deputy minister? Well, I noticed a press release of today which says, "Brad Drowley, Deputy Minister of the Environment, said yesterday—" I am just wondering if I missed the announcement that we had a new deputy minister.

**Hon. Mr. Auld:** Well, if you did we both did and I think I would have heard.

**Mr. Good:** Seeing Mr. Drowley at your side I thought maybe there has been a replacement here but I gather then the press release is in error? Fine, thank you, we have cleared that up.

**Mr. F. Young** (Yorkview): The only error ever made by this department.

**Hon. Mr. Auld:** I thought you were going to say the press!

**Mr. Good:** I would like to deal with some specific landfill sites and—

**Hon. Mr. Auld:** Just to cheer you up, Mr. Biggs is in Red Lake tonight.

**Mr. Good:** Mr. Biggs is in Red Lake? That's the end of the highway, isn't it?

**Hon. Mr. Auld:** No, it goes on a little from there, off to the right.

**Mr. Good:** Specifically, the Pickering township sanitary landfill site that has been under discussion; the land particularly that has been worked out in agreement with Metro Toronto and Pickering township. As I guess most members are aware the Environmental Hearing Board decision has been handed down and they have approved all areas of

the 1,300 acres, as I understand, except one small portion in the north end.

**Hon. Mr. Auld:** Yes, it isn't a decision; it is a recommendation.

**Mr. Good:** A recommendation of the Environmental Hearing Board. This recommendation has come to the minister. As far as the Hearing Board is concerned it is its decision that it recommend acceptance of it. Now, am I not correct in the assumption that as yet no decision has been made by the ministry regarding the issuing of a permit for all of these areas? Is that correct?

**Hon. Mr. Auld:** No. In fact I think there was a release from the ministry that Mr. Drowley, who was the one to whom the recommendation came, was prepared to accept the south site, the Liverpool Rd. site, subject to meeting the requirements of the ministry as far as the technical operation and preparation of the site for that type of operation was concerned; and the south of the other two sites would be considered in the future and the northern site, the one which the Hearing Board recommended for approval with a deletion of part of the property, might be premature because the federal Department of Transport might be prepared to accept it.

**Mr. Good:** Now, the point I wanted to make, Madam Chairman, is that my understanding of the whole history of this goes back to about 1967 when Metro had their first studies done on the landfill needs for Metro by MacLaren, and they are still operating on that study. The Municipal Board has seen fit to withhold or to call a halt to their hearings as far as the zone changing goes in this area, until such time as they see whether or not the Ministry of the Environment is going to issue a permit for use of this land.

Now, we are talking about 1,300 acres of land. My understanding is that under the original proposal, Pickering approved 600 acres for sanitary landfill. Later, because of monetary considerations, the township council was talked into enlarging this permission to 1,300 acres. The original 600 acres, I understand, mainly included used gravel pits and areas that would have been suitable for reclaiming later for park purposes. I don't think anyone had any quarrel with the original concept of using certain areas to the tune of about 600 acres in Pickering township for Metro sanitary landfill, and it was a good deal as far as Pickering went.

Later, when this was enlarged to include 1,300 acres, we then find that Metropolitan Toronto went ahead and in some instances, including about eight single-family homes, had to resort to expropriation proceedings. Now, in my mind, it is absolutely indefensible that in the Province of Ontario today we should be expropriating single-family private residences to form part of a sanitary landfill site. I can see no reason for it and no excuse and, in my mind, it merely says that the ministry over the past years has not been active enough in promoting alternate means of sanitary landfill.

Perhaps many of the members of the Legislature received, as I did, a letter from Metropolitan Toronto a short while ago, asking that because of the seriousness of the situation we exert any pressure we could to have the ministry come forward with their approval so that they could get on with dumping Metro garbage in Pickering township:

Your attention is directed to the recommendation of the works committee that all members of federal and provincial governments are requested to endorse the request for provincial approval of landfill sites as soon as possible, and to support such approval at the provincial cabinet level.

Well, this came from the deputy clerk of Metropolitan Toronto, W. J. Lotto. Madam Chairman, I found it necessary to write back to the deputy metropolitan clerk, thank him for his letter and simply state that many of us in the provincial Legislature have been concerned for the past number of years that the provincial government has not been more actively encouraging alternate methods of landfill disposal in order to deal with the huge solid waste problem.

It is not until this year that the Minister of the Environment has actively stimulated trial projects in separation and recycling of waste materials, and their burning to make steam for generating electricity.

In my view, it is unfortunate that Metropolitan Toronto is still following recommendations set forth in reports of 1967 which place the emphasis on large landfill sites. As critic for the Ministry of the Environment, I can perhaps understand the original concept which involved 600 acres in the Pickering project, composed mostly of deserted gravel pit sites which in due course would be used as landfill sites and then rehabilitated as park sites.

However, I am opposed to the concept of the enlarged 1,300-acre site in which



eight single-family homes have been expropriated. While it is true some owners have been allowed to remain on their property for another year, we in the Liberal Party find it completely unacceptable that residential property should be expropriated for landfill sites.

It would appear that the OMB had certain misgivings in that they have postponed their rezoning hearings until after decision is reached by the Ministry of the Environment as to whether or not a permit will be granted. Surely the serious garbage disposal problem has been with us too long. It has been with us so long that the two major bodies concerned, namely Metropolitan Toronto and the provincial government, should have been more vigorously exploring other methods of coping with this situation. In the light of these facts, I find I am unable to endorse your request for the province to approve your landfill site in Pickering township.

Now, I don't presume by that that the province would approve or disapprove of anything I would say, but I certainly feel I must register the strongest opposition, and that of my party, to principles that would allow expropriation hearings, including a hearing of necessity.

I would like to just refer to that for a moment, because expropriation hearings would then permit single-family residences to be expropriated for landfill sites.

The plight of Metropolitan Toronto is unfortunate. On the other hand, I think that the province must bear certain of the responsibility and certain of the cost of finding alternate means of disposing of garbage.

Regarding the inquiries pursuant to the Expropriation Act, in each case the inquiry officer found the taking of the land to be fair, sound and reasonably necessary for the achievement of the objectives of the metropolitan corporation.

This is a communication I had from Mr. Bales, the Attorney General of the province, in response to a question I asked in the Legislature last May. This is a memorandum from the legal department of Metropolitan Toronto on the acquisition of land for landfill sites.

The point it makes, Madam Chairman, is simply that in order for Metropolitan Toronto to achieve its objectives in the disposing of its garbage, it needs this House. In my view, hearings of necessity for expropriation should go much beyond that and consider the ob-

jectives of the landowners in that area and the whole matter of whether the province will allow the expropriation of single-family homes for sanitary landfill sites. I find it indefensible that this should happen.

This memo by Mr. Sillers to the Attorney General states that the metropolitan commission of works advises that although these three parcels of land may not be required for the actual deposit of refuse for some time, if at all, it is proposed to commence filling operations on part of the Brock north site as soon as possible. In other words, part of the land under question may never be used for landfill sites, in the admission of Metropolitan Toronto and everyone concerned. Yet they have gone ahead and tried to tie down 1,300 acres although they still need two passages—one from this ministry and then a zone change for the area.

Now whether the council of Pickering was persuaded by the rate of payment offered to them by Metro, I don't know. But many people in the area are certainly having second thoughts about becoming a repository for Metropolitan Toronto garbage.

At this point, may I have a comment from the minister, Madam Chairman, about whether it has ever occurred to him whether or not we should permit expropriation for sanitary landfill sites?

**Hon. Mr. Auld:** Well, first of all, I think it is probably inevitable because, as is increasingly obvious, everybody produces garbage but nobody wants to see it near them. It has to go someplace in some degree, no matter how much reclamation there is. As far as Pickering is concerned, my understanding is that Pickering, as part of the agreement it made with Metro, has had an opportunity to dispose of its garbage in Scarborough for—

**Mr. Good:** Free garbage disposal?

**Hon. Mr. Auld:**—several years because it had a problem itself. I assume that in the judgement of the council which represented the people this was a good solution for them. As far as—

**Mr. Good:** Metro Toronto agreed to accept 350,000 tons of refuse from Pickering free of charge and to pay six cents a ton for Metro garbage going in there.

**Hon. Mr. Auld:** Now, the other part, as far as the Brock north site is concerned, in the view of this ministry at the moment, and the executive director who is the person who deals with it in the first place, the Brock north site is probably unacceptable to the

feds, and it's probably not required by Metro for some time. As far as the Brock south site is concerned, it may be required by Metro. The position of the staff of the ministry is that that one will sit on the shelf for a while, because Metro is joining with the province in an experimental reclamation plant. The other things that you mentioned are happening, such as burning garbage as fuel and a number of other things that are in the pipe.

To answer your question directly, I think that there will be expropriations for some time for acquisition of land for sanitary landfill, no matter where. It is going to have to happen for some time in the future. In fact, there is no system in the world that doesn't have something left that has to be disposed of by landfill in varying quantities. It may well be necessary for municipalities to expropriate all or part of the land that they will require in the future.

As far as the type of land that might be acquired goes and the number of people that might be affected as far as housing is concerned, that's a question again for a hearing of necessity and some judgement on the part of this ministry. I wouldn't comment on what will happen in the ministry about the proposed Metro sites, because I'm the appeal board and I will make up my mind when I get the facts.

**Mr. Good:** All right. In the light of the fact that Pickering township have attempted to alter their agreement—in other words they have had second thoughts about it under public pressure from their local people—and realizing that some of this area may never even be needed, and yet they are expropriating single family houses in this deal, and they are now trying to alter their deal, is the minister expecting to make an announcement in the near future? Are you ready to tell us tonight, how much and what part of this 1,300 acres and which sites you are prepared to recommend or prepared to license or give permits for?

**Hon. Mr. Auld:** First of all, I understand that at the time that Metro were negotiating with Pickering they were also negotiating with Vaughan township, which is where the gravel pits come in. They were attempting to acquire sites in Vaughan, and Vaughan was attempting to get extension of services from Metro—water and sewage, I guess. Apparently, they weren't able to work something out with the township and, consequently, they increased their request to Pickering, and Pickering apparently met it.

**Mr. Good:** Yes, all right, but the consensus now seems to be in Pickering Township that if Metro were put under pressure, along with the provincial government, to develop other methods of disposal as mentioned and those that are in the works now, that they could get along with a lot less than the 1,300 acres that they have set their sights on. Don't forget this was figured out under old studies when it was just figured that sanitary landfill was the be-all and the end-all to waste disposal.

**Hon. Mr. Auld:** That may well be true. Well, it was a great improvement over—

**Mr. Good:** Garbage dumps.

**Hon. Mr. Auld:** Yes. I think that has been and is being demonstrated. But Metro tells me that as of late this fall they have to find someplace to put some 70,000-odd tons of garbage. Even with the pretty optimistic reports that we have on the Hydro project for burning 10 per cent garbage at Lakeview in one of the boilers, it will take until about the end of 1975 to get the machinery ordered, installed and working, both at Hydro and also at a transfer station someplace nearby which will do the preliminary treatment of the garbage. So to answer your question, I don't know whether Metro will need 1,300 acres in the indefinite future, but they are certainly going to need some space someplace this fall to put some of their garbage.

**Mr. Good:** I think they can incinerate about 1.5 million tons a year now, if they are very serious about it.

**Hon. Mr. Auld:** Metro's garbage is increasing about 10 per cent a year. They are presently producing for public disposal about 5,500 tons a day; then private collectors are disposing of another 1,500 tons, I think. That comes every day, rain or shine, and they have a problem of where they are going to put some of it this fall.

**Mr. Good:** They figure their deficit position for 1973 will be about 97,000 tons that they won't know what to do with if they don't find a place in Pickering. By the end of next year it will be close to half a million tons, and by 1975 about 720,000 tons of garbage that they won't know what to do with unless they open some other site. Well, granted, something has to be done, but to give them a commitment that they were seeking originally, they will then work on the assumption that here we have a landfill site now for another 20 years, so why worry about spending



any money on alternative means. The point is this: if they are put under some kind of pressure, as you people should have been five years ago, to develop alternative means, we would have more than a token feasibility study of \$24,000 given to a St. Louis firm to study something that has been going on in St. Louis for the last two or three years with various degrees of success, but now has been developed to a pretty successful operation, that is, the burning of garbage for the generation of steam. That's the first effort that has been made by the ministry to develop alternative means.

**Hon. Mr. Auld:** The consulting engineering firm from St. Louis are not studying the St. Louis operation; they are studying the application of it to Ontario Hydro and Metro.

**Mr. Good:** While we are on that subject, they have all the information down there and they have been doing it for, I guess, by now three or four years. This would be the firm, I presume, that has had some experience with the St. Louis operation. Is that right?

**Hon. Mr. Auld:** The only firm that I know of that has had any experience in this kind of an operation.

**Mr. Good:** And they are doing their study as to how that will—

**Hon. Mr. Auld:** They are looking at the feasibility and the costs of applying the same basic principles, but with some improvements, because the St. Louis operation has some drawbacks to it, which is inevitable I suppose in any first-time operation. Perhaps Mr. Drowley can add a little to that.

**Mr. W. B. Drowley** (Executive Director, Air and Land Pollution Control Division): The major difference, Mr. Good, is that the boilers operated or run by Hydro operate at a much higher temperature than the boilers in St. Louis. They are a higher-temperature, higher-pressure operation, and there is a major question, which the consultant must look at, as to what will be the effect of burning refuse under this high-temperature operation. This is the basic reason for him being there. It is not a case of just taking it from St. Louis and redesigning it scale-size. There are some technical questions he has to resolve in it, too; so this is the basic reason.

**Hon. Mr. Auld:** Also there are some lessons that they told us about in St. Louis about the size of the particles and the separation of the glass and the ferrous metal, for instance.

**Mr. Good:** Without getting sidetracked, getting back to this whole concept of sanitary landfill, don't you really believe that the initiative has got to come from here?

**Hon. Mr. Auld:** Well, it's coming from here.

**Mr. Good:** All right now, look, this \$24,000 is the first money you've spent in the six years I've been in this Legislature on doing anything other than promoting sanitary landfill.

**Hon. Mr. Auld:** We've been in the garbage business, if I can put it that way, for two and a half years.

**Mr. Good:** Sure, talking about it. But what's been done?

**Hon. Mr. Auld:** The first thing that we did was to find out what the problem was and to try to get some control over the present sites. I tell you that in Red Lake and in a whole lot of places the only feasible, practical method of garbage disposal for a long time to come is going to be a proper sanitary landfill operation, because there just isn't the volume.

**Mr. Good:** But the garbage being disposed of in Red Lake isn't causing the problems; it is down here in southern Ontario.

**Hon. Mr. Auld:** Well, you might talk to some of the people around Red Lake who don't really like it close to their houses and didn't like the kind of operation that used to take place. I can show you lots of places in the province where there is still a problem with the kind of operation of a proper sanitary landfill that has not yet been solved.

**Mr. E. W. Martel** (Sudbury East): Put the fill in the mines.

**Hon. Mr. Auld:** The mines are in the wrong place for Metro.

**Mr. Martel:** I mean for Red Lake.

**Mr. Good:** I think that you certainly are going to have to make the decision in the light of both Pickering and Hope. I understand that the environmental board's hearings on the Hope township site have all been washed out and are going to be held over again.

**Hon. Mr. Auld:** Technically, they haven't been washed out, but my legal advice is that they probably will be. It is before the court at the moment on a reference, and we have



decided that we will start over again, because we don't want to wait for a couple of years until the courts might decide. Technically, apparently one of the members of the board took an afternoon off to go to a funeral and there weren't three people there.

**Mr. Good:** He took an afternoon off and didn't hear all the evidence.

I could, Madam Chairman, read into the records, which I am not going to do, letters from people in the Pickering area whose property is being expropriated, presenting a very good brief. The Premier (Mr. Davis), the Ministry of the Environment and the local member for Ontario South (Mr. W. Newman) all wrote back to them in very nice terms that everything is being done, and we sympathize with your position, and we have your brief, which is well prepared, and all the rest. But, without saying it, it looks as though they are going to have to take the garbage and they are going to have to give up their homes which they have had to do already. I just can't accept the fact that we can take single-family homes and turn them into garbage dumps under any circumstances. That is what you are permitting to happen.

**Hon. Mr. Auld:** I am not sure that that is going to happen, frankly. If you refer to the statement that was made from the ministry when the Hearing Board made its recommendations, I think that is indicated that—

**Mr. Good:** The homes are gone, they are all out. Three people have been given a one-year extension on their home, and the rest of them are gone. This is what I am saying is not right. I would like to add another thing. In the matter of an Environmental Hearing Board hearing, what status or what rights does legislation give people surrounding the area?

**Hon. Mr. Auld:** I can't give you that in detail, but all the people within a certain radius are notified. The notice is given to the municipality. Mr. Drowley, do you want to give the detail?

**Mr. Drowley:** The clerk, of course, is notified of the hearing. All adjacent landowners are notified by registered mail, and it is advertised in newspapers having circulation in that area for three weeks prior to the hearing that the hearing will be held. Anyone can make a presentation at that hearing.

**Mr. Good:** This is the part I still don't think is right. At that hearing the ministry is silent. You won't give the people any

information on what your soil tests show, whether there is a good layer of solid clay under the bottom, whether there is any possibility of any leaching or anything like that. At that hearing the people are operating blindly. In other words, the people in the area are up against CP Rail and Metropolitan Toronto, or CP Rail probably in this case, which has unlimited expert advice and unlimited finances behind it, when you get into a hearing of this magnitude.

**Hon. Mr. Auld:** The ministry is represented technically. In many cases, we don't have all the necessary data because we don't set the date of the hearing. The applicant, whoever proposes the project, whether it be a municipality or whether it be an individual or a corporation, makes the proposal, and asks for the hearing, and we are represented. Our staff, technically, indicates the requirements that we may have. We are not in a position in many cases to have all the detailed technical data because this is provided at the expense of the developer. The ministry doesn't do it for them. We, in fact, often ask for additional data, and occasionally we check it, depending on the source. But what we say is that if the board recommends it, and if it is accepted, it will be operated so that there will be no leaching into the ground water, that there will be no blowing paper and all the other things. Our technical people are competent to make these requirements and see they are carried out.

**Mr. Good:** And this data is available at the time of the environmental board hearing? And is this data available to—

**Hon. Mr. Auld:** No, the technical data may not be available.

**Mr. Good:** No.

**Hon. Mr. Auld:** The Hearing Board is not a technical body. It looks, for want of a better term, at the socio-economic effects on the area. The technical aspects are in the hands of the staff of the ministry, and our requirements are severe. As I say, we often do not have all the information that we would require before we would issue a permit assuming that the board recommends the site, the zoning is all right and all the other factors, then we make the requirements based on the data that is acquired as to how—I might ask Mr. Williamson to go into the technical things like membranes, soil compaction and stuff like that. But we make the requirements and we do not issue a permit

until those requirements are met. Do you want to get into the technical part?

**Mr. W. Williamson** (Acting Director, Waste Management Branch): Yes, sir, that is essentially correct. In fact, no matter what the recommendation of the Hearing Board is, the ministry still has a responsibility to ensure that the site can be operated in accordance with the Act and regulations. And, of course, this is what we assess. But we are available at the hearings and are at the service of any party to the hearings if they want advice on our requirements, on the criteria which we require from the site.

**Mr. Good:** Well, that is fine. I just want once again to emphasize the fact that I think your decision regarding the Pickering site should be given in the context of what is absolutely necessary for a short-term stop fill, and it should be given in such a manner that Metropolitan Toronto will have to speed up its work and its research and its actual involvement in finding other alternative means other than sanitary landfill.

It is not that many years ago when by compulsion in our own city of Kitchener-Waterloo people used to have to separate their garbage. I don't think there would be anything wrong with us looking at means whereby we can cut down material that is going into it from the point of view of compulsory separation at the residential level. I know you have had trials done in Burlington mainly. I think you gave a \$25,000 grant for the experiment there. It started out great, but I think it kind of fizzled out and it ended up that people weren't that much interested in separating their garbage. If there was provincial legislation making the separation take place at the residential level—and it might cost a little more for collection by the municipality—my gosh! the savings that would come—

**Hon. Mr. Auld:** It would cost a hell of a lot more to police it. We are going to have to have guys running around opening the bags to see what is in them.

**Mr. Good:** If the papers were not tied up separately, you just wouldn't take them. People would soon learn.

**Hon. Mr. Auld:** I saw—well, I won't get into that—but we have got three more. I think the Burlington experiment was a good one, and perhaps the lesson from it was that we asked for too much the first time around. I think you had to have five cans—for col-

oured glass, clear glass, ferrous metals, paper and then the rest.

**Mr. Good:** Well, I know, I can understand that.

**Hon. Mr. Auld:** We have got three going on this year.

**Mr. Williamson:** Two major ones at the moment.

**Hon. Mr. Auld:** And there are sort of refinements of that. One is in Brampton and—

**Mr. Williamson:** Lindsay.

**Mr. Good:** Where?

**Hon. Mr. Auld:** Brampton and Lindsay. I understand the Premier is co-operating magnificently.

**Mr. Good:** Just a word then on leaving that. You know my feelings on the sanitary landfill, which brings up another point now. In my own area, before regional government came in, the city of Waterloo made an agreement for a sanitary landfill site and bought it from an owner. After the city engineer talked to the surrounding people, it ended up there were no objectors to it because they were going to draw up another agreement. Not only your permit was required for it, but an agreement between the municipality and the 18 or 24 property owners adjacent. This agreement related to supervision, fencing, blowing papers, odour, and everything you could imagine, the number of trucks paving the road and all the rest. Of course, when the region took it over, as you know regional government now is responsible for waste management sites, and they said, "We won't enter into any agreement with any property owners because we took over the Waterloo site, but we don't have to do this."

It was finally resolved with the threats of court action and what not. But this points out to me that people can be, and believe me the people were, really irate about it after, when they found out that their agreement wasn't going to be adhered to, even though it was drawn up with one government which had been taken out of existence and a new one put in its place. People are really uptight about these things, waste management sites, and you've got to start looking for better solutions to get rid of our garbage. Either that or start making better efforts to create less garbage, and you know the ways as well as I do, you've heard them often enough.

Just two other things. First of all, the industrial waste problem. There were, as I



remember, various private enterprises interested in this field and I believe a site had been purchased in the Brampton area. I forget the name of the company now, Goodman—

**Mr. Young:** Goodfellow.

**Mr. Good:** Goodfellow, that's right. Could you report on how this is coming along?

**Hon. Mr. Auld:** Goodfellow started it off, as I recall—correct me if I'm wrong—in Sarnia, dealing with liquid industrial waste, mainly oils, and started an incineration operation. Then he got into the more exotic things, where you get into the acids and the alkalis and so on, and was developing a process and he sold to CIL. At that time he was looking for a site in the Metro area, because there is a major problem here, and Hamilton and so on, and in co-operation with the ministry we leased a site in Mississauga which was adjacent to our waste treatment plant there, and they have built a plant. It is just the first stage, which is the simple part, the incinerator of the oil or the inorganic waste, and they are in the process of constructing the organic waste end of it, which is the highly costly and difficult part.

There is another firm which is operating an incineration operation for inorganic wastes in Hamilton—

**Mr. Drowley:** Organic.

**Hon. Mr. Auld:** —or organic, sorry, organic waste—which is operating and has been for several months. That's about it. There isn't anything in Brantford, is there, Wes?

**Mr. Williamson:** No.

**Hon. Mr. Auld:** You were thinking of Sarnia, because that was Goodfellow.

**Mr. Good:** No, it was the one locally here that was being—

**Hon. Mr. Auld:** Oh, I am told that Mr. Goodfellow originally was thinking of an operation in Brampton but he changed his mind and I guess settled on the Mississauga site.

**Mr. Good:** Getting to the other matter—

**Hon. Mr. Auld:** I said at the opening of the Mississauga plant that we were creating lots of business for them, because we still have some problem areas where we would like to see this kind of operation grow and we can find business for people.

**Mr. Good:** Getting to the other matter relating to waste management, and that is the bottles, glass and cans question. We've talked about this as long as I've been down here—the disposable bottle—and as yet things are exactly as they were except that we are always promised that the decision will be made in the near future. I know that there must be a lot of considerations in the whole question of the matter of disposable or non-returnable bottles. We have been through the debates in the Legislature dozens of times and we are always told that banning the non-returnable bottle is not the final solution. We are quite aware that there is no easy answer.

I think perhaps you have statistics. I gathered a few on the increase in the return rate on bottles due to the increase of the returnable refund from two to five cents. I am told that soft drink bottles that used to have only four trips with a two-cent deposit now have about 16 trips with a five cent deposit. Beer bottles which traditionally have always had a deposit—people are in the habit of taking them back because they are kept in their carton and they are standardized across the industry—now get about 20 trips. I am also told that the Pop Shoppe, which has its own type of bottle—it is sold only in a big case—gets anywhere from 40 to 50 trips on those bottles, because they are returnable as a package as is a beer case.

So some steps can be made in improving this whole returnable bottle business. I can't find my figures about what percentage of our waste is made up by bottles and glass but I have a sneaking suspicion that your reluctance of do anything in this matter is because of the economic considerations involved. We are under pressure all the time. I am as a member of the Legislature, and I am sure others too are getting letters from the can people, from the glass institute, and from everyone else who could be detrimentally affected by any decision that this ministry makes about upsetting the normal process of buying anything and everything in disposable bottles and letting the municipality and the taxpayers take care of getting rid of it.

Sooner or later, and preferably sooner, you are going to have to come down with some decision on the matter. What is your status right now?

**Hon. Mr. Auld:** Well as of—

**Mr. Good:** Tell us again. We have heard it now for five years.

**Hon. Mr. Auld:** As of 9:30 this morning, the chairman of the working group of the beverage containers—



**Mr. Good:** Yes, and that's top heavy too with manufacturers' representatives.

**Hon. Mr. Auld:** I tell you, in talking to people on the committee, representatives from the conservation council, Pollution Probe, the consumers' association, and some of the manufacturers, there is a great divergence of views. The glass and the can people, the bottlers, just about every interest is different. The one thing that everybody agrees is that it is a great educational experience. I think a lot of people learn other people's problems and what is possible and what isn't.

As of 9:30 this morning the chairman of the working group, Mr. Wilmott, told me while they had been delayed because it was very difficult trying to extract the information they wanted from the various sources, that he was quite confident that after their last Friday's meeting they would have a report in my hands by the end of this month.

**Mr. Good:** In August you told me mid-September.

**Hon. Mr. Auld:** That is right, and that's what they told me.

**Mr. Martel:** You will have to study the report then? That will take another couple of years.

**Hon. Mr. Auld:** I gather that there is one recommendation which we can all agree on. There are a number of others on which there are varying degrees of agreement.

**Mr. Good:** Would you like to share that with us at this time?

**Hon. Mr. Auld:** Pardon?

**Mr. Good:** Would you like to share that with us at this time?

**Hon. Mr. Auld:** Well I haven't got it, but this is what I was told. They haven't produced their report yet. They are in the process of doing it. I'm really kind of optimistic that we are going to get some reasoned recommendations which, though not unanimously agreed to, will be helpful. I'm a lot more optimistic now, I must say frankly, than I was a year ago. But it seems to have been working pretty well. I can't tell you what is going to happen because, as I say, I haven't seen the report. I've been sort of informed from week to week as to how they were getting along and where their arguments were.

Unfortunately, the chairman of the task force died very unexpectedly and suddenly

last week. But, I guess on the fortunate side, most of the work has been done, so I don't think that is going to cause any major delay.

**Mr. Good:** Well, to finish up what I have to say on waste management, I would just like to draw to the attention of the committee what is being done in the development of PVC bottles, polyvinyl chloride. Here is a regular glass beer bottle. These are not a problem in the environment.

**Hon. Mr. Auld:** For the record, that's empty.

**Mr. Good:** That's empty, oh yes, that's empty, and they are no problem because they have about 20 trips returnable to the bottle shop. Here is a PVC beer bottle, which holds exactly the same amount. It is light in weight. A case of 24 empties—nothing to them. I'll tell you a little more later about how that application would be.

Here is a glass Home Juice bottle which is not returnable. You buy this in the grocery store and you pitch it out in your garbage. Here is a polyvinyl Home Juice jar—and Home Juice is now using these in limited production across the province as they can use them. This is polyvinyl, very light, and I'll tell you how that is disposed of after.

You will notice that in each case the bottle is lighter, takes less handling, less storage. Here is a—whose gin is that? You know—Gilbeys; Gilbeys gin bottle made out of polyvinyl.

**Hon. Mr. Auld:** I thought that was vinegar.

**Mr. Good:** The principle involved here is that the deposit on a polyvinyl bottle will be enough—five cents or whatever it is—to make people bring it back. Now you know where legislation has been passed and incidentally, colleagues, the ministry has had this demonstration before. I think this company—I've no conflict of interest, I've no connection with it—

**Mr. Martel:** You don't have any shares?

**Mr. Good:** —has a really smart idea and I would like to see the thing promoted and become successful. The idea is simply this, that instead of throwing away a glass bottle, these bottles will have a deposit, and it has been proven with the soft drink bottle that they've increased the returnability of it four-fold by increasing the deposit from two to five cents. When the bottle is brought back to depots, wherever they would be, instead of getting a refund for the bottle you'll drop

it into a machine which will pulverize it and grind it up and your nickel will come out a slot at the side of the machine. That right away reduces the bottle to powder.

It eliminates two of the major problems that grocery stores and chain stores have with returnable bottles. You know that if you go into a large chain store you cannot buy a small bottle of pop in a returnable bottle. They will not handle them, just the large ones, because they say, "We haven't got the space to store them when they come back until the manufacturer picks them up and we haven't got the time to sort them out and put them in cartons." So 24 different kinds of pop can come back in polyvinyl bottles, they get thrown into the machine, they are ground into powder, the store doesn't have to sort them and the store doesn't have to store them.

I understand that in Alberta they've got warehouses and warehouses full of empty bottles they don't know what to do with, for the simple reason they've been returned and they haven't been put to use as yet. This eliminates that.

**Hon. Mr. Auld:** The cost of soft drinks in returnable and non-returnable containers in Alberta is up about between 60 and 75 cents a case. Their reclaimed iron, once they get it, before they spend \$15 a ton sending it out to bury it, is costing them \$140-something a ton and their glass is costing them something around \$60 and they are still buried.

**Mr. Good:** When the PVC bottle has been ground into powder, as it would be at super-markets or any place where they are used, this powder would be picked up on a monthly or weekly basis, a couple of garbage bags full of powder would probably take care of the bottles. This is then recycled and it cannot be used again for food products, but it would constitute 80 per cent of the raw material going into the manufacture of PVC pipe, and plastic pipe, as we know it now, has many applications. In the building industry it is now being used for cold and hot water, sewer pipes, drainage—the application for drainage purposes is unlimited. They are using it on field tiles and farm, and the reclamation of this PVC bottle after it has gone into powder would then go back into another permanent product, such as drainage pipe and sewer pipe and water pipe, which to me is the type of thing that we've got to start thinking of; that we can use our waste products for something else a little lower down on the scale than what they were used for the first time, so they can be reused.

The advantages of such a scheme as this would be great. Let me tell you the greatest hindrance to this application of PVC and to the use of this type of scheme right now is the waffling and the lack of decision on the part of the ministry to come forth with a bottle policy. This is what is causing the problems.

In your letter to me you simply say, "Unfortunately it would be premature at this stage to state unequivocally that the use of PVC bottles will not conflict with the policies of this ministry."

I don't care what it is—and as I say I hold no personal interest in PVC bottles—but I think the idea is the type of thing we have got to be thinking about and promoting. If a bottle can be used on a returnable basis; if our liquor stores, for instance, to start with, or everything bottled in Canada, at least to start with, was put in a returnable bottle that could be reduced to scrap just by bringing it in and dropping it in a slot machine and getting your money out of the side when it kicks out—incidentally they have electric scanners that could throw out bottles that might look like PVC but are something else, plastic or something—it would kick those out and only give the refund for the correct composition or material. Just think of the savings alone. Just think, we wouldn't get woken up every morning down at the hotel by somebody out at the back breaking liquor bottles against the side of the building. The applications are unlimited.

**Hon. Mr. Auld:** And sometimes during the evening.

**Mr. Good:** I know you have got the problems of the glass manufacturers. You have got the tin can people on your neck but we can only assume that your lack of action is simply that you don't want to offend any of the corporate interests who already have financial interests in other companies.

**Hon. Mr. Auld:** I think that argument falls down because there are a lot of corporate interests interested in plastics.

**Mr. Good:** I am sure there are.

**Mr. T. A. Wardle (Beaches-Woodbine):** Madam Chairman, may I ask Mr. Good whether that is a plastic bottle he is showing us there?

**Mr. Good:** This? PVC-polyvinyl chloride.

**Mr. Wardle:** Are there any studies made on the effect of that on the liquor contents of the bottle?



**Mr. Good:** No; they have all been tested; taste-wise, rigidly tested. As I say, Home Juice is now using them. That is the only one using them on any large scale; something like 50,000 a week of this size and 20,000 of the larger size in the one area.

**Hon. Mr. Auld:** I think you will find that in Britain where they have been experimenting with plastic liquor bottles, or PVC, on the airlines, there is some question—I don't know how serious—about the effects on the health end but I don't have a lot of detailed information on that.

**Mr. Wardle:** That was the reason for my question; whether it would have an effect on the contents of the bottle.

**Mr. Good:** My information is that it does not.

**Hon. Mr. Auld:** One of the things about PVC as opposed to the other plastics—and I guess there are about five different major kinds and dozens of variations of each one of them—is that PVC's great advantage—and it is used for things like floor polish and stuff with petroleum derivatives in it—is that it is very dense. The great advantage of glass is that it is a perfect barrier except for some kind of acid, which I remember in school you kept in wax bottles. PVC has a great advantage in that it is impervious and some of the other plastics aren't, even though they appear to be. You can get a molecular transference or something.

**Mr. Good:** That is what I understood.

**Hon. Mr. Auld:** But the other disadvantage and one of the things that concerns us if we are looking at the energy problem—the burning of garbage—is that PVC is the one that has chlorine in it, which produces hydrochloric acid which eats the tubes in the superheaters. With the other plastics, in fact, the plastics people are making what appears to be, at least on the surface, a rather interesting argument that all the plastics are petroleum derivatives and, in fact, a pound of plastic has 1,800 BTU as opposed to 1,200 in a pound of coal. In effect you are using petroleum for something else and then finally burning it to produce energy, which is sort of an interesting argument. But the PVC one has the problem, if you are doing that, of creating some corrosion problems in the boilers.

**Mr. Good:** A problem which would—I understand there is no residue when you—

**Hon. Mr. Auld:** There is no residue, but you produce hydrochloric acid. Perhaps Brad or Wes can pursue that—this is one of the reasons why, as one of Murphy's laws says, things aren't as simple as they sound.

**Mr. Good:** From an incineration point of view, yes. The other proposal—

**Hon. Mr. Auld:** And from a landfill point of view or a composting point of view, any plastic. The properties that make it useful for packaging—it's non-biodegradable. Wes, have you any—

**Mr. Williamson:** Not really. I think that our basic principle at the moment is that the reusable or refillable container is the best, the simplest and the cheapest form of recycling.

**Hon. Mr. Auld:** Of whatever material, it is—

**Mr. Williamson:** Of whatever material it's made of.

**Hon. Mr. Auld:** —reusable for the same purpose.

**Mr. L. A. Braithwaite (Etobicoke):** Madam Chairman, on that point, is there anything new on that plastic that was talked about in the papers that deteriorates with the sunlight?

**Hon. Mr. Auld:** Nothing except that I understand that nobody is very anxious to produce it because the very properties that make it good for disposal, make it poor for packaging. The manufacturer wants to be reasonably sure that his product, if it is not turned over properly in warehouses and it sits on the shelf for a while, won't leak or won't fall out. There may be something new on it, but I haven't heard anything since the first flurry.

**Mr. Good:** Is the returnable bottle not to be refilled? About the only thing I could figure out that could rule against the use of such a bottle would be to say that you will not allow a deposit on a bottle that cannot be reused. Now if you say "reused" in some form or another—in other words, recycled for another use such as—this would not be any good for reusing in its original form. In other words, you can't wash and sterilize and scrub because part of your savings has to be in the fact that you don't have to scrub and wash the bottle as you do this. Let's not forget, a lot of the problems of pollution come from the rewashing, the caustics that



are necessary to take the label off the bottle, the rewashing, the hot water and everything else that goes down the drain with the soap and everything else for rewashing. That has to be taken into consideration to make this bottle economically feasible. The only thing that could really outlaw this bottle is if you said, "Unless the bottle is going to be refilled with the same material—washed and refilled—we won't allow a deposit on it," which would work against this type of bottle which they want to get back to reuse but not to refill.

**Hon. Mr. Auld:** I don't think I would have any argument with that approach. The big problem seems to me, from all the things that I have read and all the things that the staff have studied, is when you get into the depot system and the cost of it. Because it probably can work very easily in Metro and in Kitchener but there are an awful lot of places where the cost just kills you and I think Alberta is a great example of that.

**Mr. Good:** But that's the depot system of sorting and storing. This is what you eliminate with this.

**Hon. Mr. Auld:** Or grinding, because there are going to be costs of grinding machines. Somebody has got to come around and empty them. Somebody has got to take it to a central place and then take it to wherever it is going to be reprocessed and that really is the—

**Mr. Good:** You could take a truckload of empty bottles back in the trunk of your car if they were ground up.

**Hon. Mr. Auld:** Yes, but if you are going to take a truckload from Sioux Lookout to Dryden and then pick up another truckload and then take them down to Thunder Bay and then take them to wherever the plant is, it is going to cost a lot of money.

**Mr. Good:** Okay, so that would be a consideration that would have to be figured out by the people. If the market is not great enough in that area, our application would not work.

**Hon. Mr. Auld:** I have told the plastics people, who have an experiment going in north Toronto with a citizens' group—at one of the shopping centres, they have set up a box for people to put their toothpaste tubes and stuff in—that we were delighted and anything that we could do to help, other than subsidizing them, we would be delighted to, because I think it's a good idea. But the

problem is you have got to have somebody there—you know, the costs get pretty high—

**Mr. Good:** But those are costs that would be borne by the whole system.

**Hon. Mr. Auld:** Why aren't they doing it then?

**Mr. Good:** Pardon?

**Hon. Mr. Auld:** I would be delighted to see them doing it.

**Mr. Good:** You would be delighted with supporting this?

**Hon. Mr. Auld:** We are not stopping them.

**Mr. Good:** Okay. The only thing I say that is stopping the more intensive use of this type of thing is the fear of what your bottle policy is going to be. Once they see your bottle policy and they say, "That's fine, we can operate within the framework of that," I dare say this thing could go ahead and it would do a lot.

Personally, though, I'm not too convinced they are going to make much headway with the beer bottle situation because the only advantage there is that the breweries aren't going to have to wash, clean and relabel the bottles; the labels would be printed right into the bottle at the time of manufacture. As for the economics, I have spoken to the president of one of the big breweries—I happened to meet him socially and I talked to him about it. He said, "We have looked at it, but it is the cost involved. If we were putting in a new system it might work out, but to convert an old system the cost involved would be too much. We would like to get away from the costs of washing, relabelling and everything else."

**Hon. Mr. Auld:** In the beer and soft drink industries, as far as bottles are concerned, all the information I have seen thus far—and I don't think anybody has ever gone into it in as much depth as the task force has—still indicates that in terms of energy use, water pollution and so on, because the by-products of washing are not a great problem any more, the returnable container, which currently is mainly glass, is the best deal. It uses less energy and creates less pollution.

There are some other factors such as the amount of the deposit and whether you have an opportunity to have a choice when you go to buy, which can distort that picture a bit.

But this is one of the things that I think is going to be quite important in the report we are going to get. I am frankly disappointed they didn't complete it on time, but my disappointment is tempered by the fact that I think they have got more factual information from the people who have it in their own company than any study that I have heard of before. This is going to make it a lot easier for us to decide what we are going to recommend to the Legislature.

**Mr. Good:** Two further short questions: First, do you know whether the task force looked at PVC bottles?

**Hon. Mr. Auld:** I really don't know in detail but I would be surprised if they hadn't, because I think the PVC people have been very anxious to get their story across.

**Mr. Good:** And when that report comes out, will that be a public report available to us?

**Hon. Mr. Auld:** Oh sure.

**Mr. Good:** Even while you are studying it? Fine.

**Madam Chairman:** Mr. Good, do you have any other aspects of this vote that you want to take up?

**Mr. Good:** No, this is my last comment—for now.

**Hon. Mr. Auld:** The only thing I can say is that if by chance you are defeated and looking for a job, you will make a great salesman.

**Mr. R. Haggerty (Welland South):** But you are not sold on him.

**Mr. Good:** The last thing is that whatever your bottle policy, I hope it will be such that any ideas or applications will fit within the framework as long as they work toward reducing our litter problem and reducing our waste management problem as far as sanitary landfill is concerned. I hope that others such as this—and there may well be better ideas than this that will come up—could work out within the framework of the policy.

**Hon. Mr. Auld:** Well, one of the tasks of the task force, which they have indicated they don't feel they are competent to deal with on a continuing basis is the question of reducing the amount of waste. That is the most difficult one, and I think we have got some suggestions from them to have somebody looking at it on a continuing basis.

**Mr. Good:** Thank you.

**Mr. Martel:** Is it my turn?

**Madam Chairman:** Have you completed for now, Mr. Good?

**Mr. Good:** The rest of it will come to me later, thank you.

**Madam Chairman:** I understood you had some other points you wanted to take up under this section.

**Mr. Good:** That's all for now.

**Madam Chairman:** Right. The next speaker is Mr. Bounsall.

**Mr. Martel:** I put up my hand a quarter of an hour ago.

**Madam Chairman:** You didn't signify.

**Mr. Martel:** Did I not signify? How many times out am I then?

**Madam Chairman:** All right, I'll put you down.

**Mr. Martel:** How many places am I removed from the top?

**Madam Chairman:** I have Mr. Bounsall, Mr. Wardle, Mr. Martel and Mr. Deacon if he comes in, but I don't see him.

**Hon. Mr. Auld:** I think he's otherwise engaged, isn't he?

**Madam Chairman:** Mr. Bounsall, would you like to—

**Mr. Haggerty:** Before Elie, though.

**Madam Chairman:** No, I was watching you. You hadn't signified.

**Mr. E. J. Bounsall (Windsor West):** Madam Chairman, some of my points perhaps would have been best made as Mr. Good's presentation went along.

I was interested in one comment you made, Mr. Minister, with respect to the disposal of solid waste or wastes, that the solution so far is to find a proper sanitary landfill site. I'm interested in the use of the word "proper." What is your definition of a "proper" sanitary landfill site? What are the requirements? What are the technical points that make a site proper as opposed to one which wouldn't be proper?

**Hon. Mr. Auld:** Well, I wish I had my movie to show you. I got it put together a couple of days ago, but my projector broke

down—and so I'll ask Wes Williamson to tell you the basic regulations.

**Mr. Williamson:** Madam Chairman, the regulations are that there shall be no pollution, no nuisance, no health hazards, and that the site should be in the public interest.

**Mr. Young:** No objections from the neighbours, mainly.

**Mr. Martel:** If the objections aren't too strong.

**Mr. Bounsall:** That last one, I can see must bedevil you often in terms of meeting those criteria. I ask that because in the Essex county sanitary landfill site there have been some interesting discussions and petitions going around with respect to that one. This, in my estimation, touches on the whole problem of your ministry encouraging recycling. The county landfill site, which I assume is a proper one now, serves about six or eight municipalities, including all of Windsor. At this landfill site wood comes in about 20 per cent by weight. However, being bulky—

**Mr. Good:** Wood?

**Mr. Bounsall:** Wood, yes. With the industries that are there, they just simply throw out their skids and their boxes and so on—so that wood comes in about 20 per cent by weight. However, this translates itself into 40 to 50 per cent by volume.

Now, I was interested to hear that their way of wood disposal, once it hit the landfill site, was to torch it every night. But your ministry had stepped in and said, "No, you can't create that kind of air pollution." I understand that by and large they have stopped torching it.

But there is a problem and maybe you can inform me if this isn't the case, or if any of your officials know about this particular site. There is a real concern about the rate at which this landfill site is being occupied by all this wood—40 to 50 per cent by volume of what is going in there is wood, which they can't torch. There is now a concern over the site not lasting nearly as long as they had originally anticipated.

However, when you look further, the people running the site have recently received proposals. Wood is in rather short supply now and is likely to continue so—and when you can get it it's expensive. There are proposals from people to come in and simply salvage the wood out of there. The county landfill officials aren't quite sure whether they want to get involved in spite of the fact that

they are using up the site at a much faster rate than they had anticipated. They are a little bit concerned about whether or not they should—for what reason they don't know—let this wood be salvaged. I gather it has been sorted anyway in the past for torching purposes and could still be sorted quite easily.

It seems to me that here you've got into a very interesting case of a product which has now become highly recyclable. People want to go in and recover it. They aren't going to take it elsewhere to burn it. They want to create other boxes out of it, smaller skids which are salable. To purchase new wood, even if they could get it, would be too expensive. It occurs to me that in the whole area of recycling, bearing in mind that you have regulations that cover your landfill sites anyway, will your ministry be saying anything to operators of your landfill sites to the effect that any proposals by anyone who could reduce the volume on that landfill site and effectively recycle some of the products which are there—such as, in this example, wood—would you circularize your landfill sites and say "You should do this" or encourage them to do things of this nature?

**Hon. Mr. Auld:** I don't know that I'd be very interested in buying something somewhere that was made from wood that had been mixed up with everybody's garbage and all kinds of waste. With steel there is no problem.

**Mr. Bounsall:** But they have people who are willing to do this. People who are proposing that they can and that they are willing to come in and reduce this material which is, in effect, reducing at quite a rate the lifetime of the landfill site.

**Hon. Mr. Auld:** Yes, but there are methods of doing that; you salvage, as Mr. Good was talking about, on the street or there is some separation process before the thing is mixed. I'll ask Mr. Williamson to pursue this but just off the top of my head I wouldn't be too interested in somebody going out to the landfill site in Brockville and pulling out a few timbers and making something or using them to build some cupboards in my kitchen. The note that I have is that we permit salvage but do not permit scavenging which, I guess, is really what I—

**Mr. Williamson:** That's exactly what you said, sir.

**Hon. Mr. Auld:** Only that's a lot shorter.

**Mr. Williamson:** Scavenging is the uncontrolled collection of bits and pieces of



material from a landfill site. If anyone wants to do it under controlled conditions, we are only too delighted not only to approve it but to encourage it.

**Mr. Martel:** At \$35 a cord for wood for a fireplace, it seems to me that it is a great way of getting rid of material without using up your landfill sites. It is now \$35 a cord.

**Mr. Williamson:** This is being done in a number of areas.

**Hon. Mr. Auld:** I think this would be mainly kindling.

**Mr. Martel:** I would suspect people would use it in a fireplace.

**Hon. Mr. Auld:** As long as you can be reasonably sure that that's what happened; if it was cut up that way. I don't think we would have any objection provided it was—in fact, we would encourage it.

**Mr. Bounsall:** In point of fact the answer is that you do, in fact, encourage this. By "encouraging" it, what do you mean? How do you encourage it? Do you talk to the landfill site people?

**Mr. Williamson:** Yes, and the industries producing the material in the hope that they will separate it before it gets to the landfill and before it gets mixed with the garbage.

**Mr. Bounsall:** In Windsor apparently, in this county landfill, this is not that much of a problem because when you are picking up Chrysler and the GM transmission and the Ford plant there, you are picking up two or three loads of wood and then two or three loads of something else. When they dump the wood they can simply—

**Hon. Mr. Auld:** Is this by the city or private contractors?

**Mr. Bounsall:** It doesn't matter whether it is the city or private contractors. Some plants use the city to haul away their debris; others have it privately contracted but they all go to the same site. What I'm saying is that in the big industries you don't have to worry about a mix because they have two or three loads each time of purely and simply wood which, in the past when the loads came in, in order to torch it, had just been dumped in one place anyway. So you had a recognizable pile of all fairly clean and separated wood which in the past they used to torch. Now, of course, they have to mix it in with the rest and bury it, which I'm in favour of in terms of not torching it.

But here you've got wood which can be usable. There are people interested in coming in and casting it away, instead of torching the pile for which formerly it had been set aside. I don't mean scavengers now; I mean people who are interested in making some use of the wood.

**Hon. Mr. Auld:** That is a very good idea.

**Mr. Bounsall:** I am therefore interested in encouragement of this wherever possible. At a smaller landfill site, like at Brockville, to speak of that, it mightn't be feasible. There mightn't be enough volume of wood come in to have a person or persons, on a commercial basis or a contract basis, even if the landfill site doesn't charge them, to come in and take the wood out.

**Hon. Mr. Auld:** That's the whole key to any effective reclamation; you have got to have a sufficient volume and you have got to have a place to dispose of it. Well, as it happens I have another happy Saturday to spend. It's so nice to go down with your mayor and open the transfer station, which is a feasible thing to do since it's been running for several months. I'll inquire about that because it would seem to me to be a good opportunity for the city to reduce its costs a bit.

**Mr. Bounsall:** There are seven or eight municipalities in this one county landfill site; so Windsor is only one part of it. But he might know something about it. You're quite correct. But if you bump into any county people, which I presume you would, they will be the ones that would know about it.

**Hon. Mr. Auld:** There is a private contractor in Ottawa who collects a lot of the waste. They've had quite an effective paper separation programme. He has been making money separating newspapers and selling them simply because he pays the fellows a bonus for the amount of paper they collect. They are collecting a lot and they put it in a separate container on the front of his trucks. Another municipality which shall be nameless tried the same thing and the fellows all threw it in the back because they didn't get a bonus. There are things that you can do. There is nothing wrong with the principle; it's the practice which is likely to be effective or not effective.

**Mr. Bounsall:** I take it in this county landfill site in Essex county that the practice would work out in terms of letting someone into the site or even a group of people. If someone wanted to get into the business of

trucking it out in large quantities for resale for \$20 a cord for firewood, on that sort of a basis it is feasible to do it because so much of it comes in as a whole load of wood from the industrial areas.

Talking with a couple of the concerns interested in reclaiming the wood, they also brought up another point with respect to wood recycling in the province that possibly doesn't touch on your ministry but you might be interested in being aware of what is on their mind. I've been surprised—I don't know whether you are any more aware of it than I am—at in how short supply wood has become in this province.

**Hon. Mr. Auld:** Well, I bought some cedar to fix my dock and I'm well aware of it.

**Mr. Bounsall:** Yes, okay.

**Mr. Martel:** Even the Yo-Yos are made in Japan and Sweden now.

**Hon. Mr. Auld:** I know a couple of Yo-Yos that are Canadian.

**Mr. Martel:** Even the Yo-Yos. My kids bought three the other day and one was made in Japan and two were made in Sweden.

**Mr. Bounsall:** It's an appropriate family to have Yo-Yos in, I would think, eh?

**Hon. Mr. Auld:** Elie, you don't know what a great straight line that is.

**Mr. Bounsall:** But they brought up the point, about what is happening in the province and if it is possible to get a licence. Wouldn't the department be interested in places that were interested in wood to make, certainly not kitchen cupboards but industrial skids and boxes, and reclaiming all the sunken logs that are in the lakes system in Ontario, particularly in the southern part of northern Ontario, the lakes which aren't heavily cottage-populated but where, when you go up and have a look, there are years of sunken logs around the bottom which they claim still can be used, where the wood is usable for that purpose? Do you have any sort of programme or any interest in this type of recycling of what is, in essence, waste-wood? It hasn't been used usefully once yet, but is there and available?

**Hon. Mr. Auld:** You will have to ask the Minister of Natural Resources (Mr. Bernier) about that. Interestingly enough, those logs, if they are marked, are still the property of the people who cut them, and it's a very complicated legal situation. I wouldn't attempt to explain it.

**Mr. Haggerty:** Why don't you make them clean it up then? That's the solution. Tell them to get them out of the lake or else.

**Hon. Mr. Auld:** The situation is that they are the property of the people who cut them originally. Depending on the water rights that they have, I think, if they are hazards to navigation, you can require them to be cleaned up. In fact, when I was in Tourism, there was a situation east of Wawa—I can't remember the name of the lake—where some tourist operators were very concerned because these logs had been left around and they were interfering with their boats and so on. Eventually Natural Resources found a way to get the people. There was only one firm, I gather, so they didn't have to sort them out and see whose were whose. The Ottawa River is a different situation. If you've ever boated on the Ottawa River in the summer when the water is high, it is a great place not to go.

**Mr. Bounsall:** Right, if you have ever boated there in the summer you stay off it.

**Hon. Mr. Auld:** But the problem there, I suppose, is sorting out the dozens of companies that have logs there.

**Mr. Martel:** But you could put the onus on the company to get them out within a certain period of time, or then they would be available for anyone to pick up. I know people who have done quite a bit of diving for logs—not so much now but in earlier times. There have been some pretty big logs sitting at the bottom of a lot of rivers and lakes. It could be made into a very—

**Hon. Mr. Auld:** Maybe you could pursue that with the Minister of Natural Resources. I don't know enough about it.

**Mr. Good:** It is not economically feasible.

**Hon. Mr. Auld:** In terms of water pollution it isn't really pollution.

**Mr. Martel:** No, but it's a hazard for boating.

**Hon. Mr. Auld:** It was Hawk Lake. I was thinking of.

**Mr. Bounsall:** Oh, Hawk Lake. Well, I was just thinking that in terms of the pollution of our lakes and rivers and in terms of the high price of wood, particularly for a non-finished purpose, you might want to sort out this area and let in people who are reliable and think they can economically make a go of it in there to see if they can make a usable product.

**Hon. Mr. Auld:** It isn't water pollution in a sense of interfering with water quality.

**Mr. Bounsall:** Yes, but in terms of interest Environment sort of has a toe in Tourism and a toe in Natural Resources, doesn't it?

**Hon. Mr. Auld:** We have enough to do with our highly efficient but not really adequate staff to deal with garbage without getting into things that we really don't have to at the moment.

**Mr. Bounsall:** Okay.

**Hon. Mr. Auld:** Personally, though, I'm quite interested.

**Mr. Bounsall:** Yes, I'll pass for the moment, then.

**Madam Chairman:** Does that complete your questioning, Mr. Bounsall?

**Mr. Wardle:**

**Mr. Martel:** You're passing, aren't you?

**Mr. Wardle:** Thank you, Madam Chairman. The experimental steam generating station that Metro is building with your co-operation, how far has that advanced?

**Hon. Mr. Auld:** Well, what we are doing is converting one of the three boilers at Hydro's Lakeview plant that can be converted into burning a portion of prepared garbage along with their coal, roughly 10 per cent.

Metro's basic involvement is enlarging and putting in grinding and separation equipment to prepare the garbage as fuel. The estimated cost for that is about \$10 million; part of that cost would be involved in their activities anyway.

For the equipment that Hydro will require on the first boiler, which will burn about 1,100 tons a day, the estimated cost is about \$3.5 million. We are also hoping that the federal government is going to take part in the tests. If all goes according to schedule, it would appear that we would be in operation sometime in 1975.

As was mentioned earlier, the consulting engineers have done—or if they haven't done it, they are within a week or so of completing it—a feasibility study which looks at the economics of burning garbage. When garbage is beneficiated, which means you take the iron and the glass out and grind it into small particles—which is one of the things they didn't do at St. Louis but they are now thinking of doing—it has a value that is about half the Btu of coal, which of

course is all imported and has no sulphur but has more particulate. That's one of the reasons why there are only three boilers that apparently are suitable because they have electrostatic precipitators. That is where that one stands.

As for the other project with Metro, the works committee and the chairman have indicated to me that they will recommend to council that they join with us in the experimental separation plant that we are proposing, whenever Metro finds a site to put some garbage in so that we will have a good supply and will have something to do with it when the machinery isn't working.

**Mr. Wardle:** So we are speaking in terms of about at least three years from now. That means the next two or three years will be critical, so far as Metro is concerned, in the disposing of garbage.

**Hon. Mr. Auld:** Well, starting the end of this year.

**Mr. Wardle:** The end of this year. And so Pickering has been turned down as a site for garbage.

**Mr. Martel:** Use the Don River.

**Mr. Wardle:** It will be a real problem as far as Metro is concerned, though.

**Hon. Mr. Auld:** Well, We can give you the details. Metro has areas that have problems. It has certain areas that at present are being served by landfill. These areas have capacity for some time to come, but the eastern part of Metro has two areas where the biggest immediate problems are.

**Mr. Wardle:** Now, it seems to me that the agreement Pickering signed with Metro several years ago was entered into with Pickering knowing the implications full well. Part of that agreement states that when the site is completed Metro will have the responsibility and expense of turning it into a regional park. Is that not still the situation?

**Hon. Mr. Auld:** I think that is true. I think it should be turned over to the Conservation Authority.

**Mr. Wardle:** Under the Conservation Authority. In the next 20 years Pickering will have the free use to dump its own garbage, no matter how much its tonnage increases; is that not still part of the agreement?

**Hon. Mr. Auld:** I assume that.



**Mr. Wardle:** And so, therefore, under that particular agreement, Pickering has advantages that may not have been foreseen four or five years ago. The population will have increased far more than anticipated, would that not still be the fact?

**Hon. Mr. Auld:** I would think so, Tom, and the other point, of course, is that as part of the agreement, Pickering—I don't know whether it is the whole township or part of it—has been using what in effect is a Metro site.

**Mr. Wardle:** Under the agreement, it has already been making use of the agreement that's been signed, but Metro, up to this point, has not dumped any garbage down there. Pickering to this date has had some advantage under the agreement. But Metro has not yet had any advantage. That's the situation at the present time.

**Hon. Mr. Auld:** I think that is basically true, yes.

**Mr. Wardle:** Right. Now, what is the situation as far as Maple is concerned?

**Hon. Mr. Auld:** Maple?

**Mr. Wardle:** The dump at Maple, is that still another two years?

**Hon. Mr. Auld:** Oh, yes. There was an application from a private hauler to the township council for a site—an abandoned quarry in Maple. I really couldn't tell you where this application stands. There hasn't been a hearing on it. And we haven't had the final application from the developer, if I can put it that way.

**Mr. Good:** Goodhead—

**Mr. Williamson:** These are new sites—

**Hon. Mr. Auld:** Do you remember the name of the company?

**Mr. Williamson:** Superior Sand and Gravel is one and Crawford is another.

**Hon. Mr. Auld:** Superior Sand and Gravel, I assume, are the people who own the pit. Then the hauler, whoever he is would represent the other half of the application.

**An hon. member:** I believe that Disposal Services is associated with Superior Sand and Gravel.

**Mr. Wardle:** But this would be a private site; it would not be a site used by Metro for public disposal. Are there any negotiations

that you know of involving Metro with surrounding areas other than with Pickering at the present time?

**Hon. Mr. Auld:** Well, Metro has negotiated with Pickering and with the CPR, which in turn has applied for the site in Hope township.

**Mr. Wardle:** So if negotiations fail for using a site in Pickering, Metro could well be in a very disadvantaged position as far as the disposal of garbage is concerned, is that not so?

**Hon. Mr. Auld:** They will have a very difficult problem if they don't find a site someplace.

**Mr. Good:** Let's not give them 20 years of landfill.

**Hon. Mr. Auld:** Well, as I say, the executive director has indicated that he would license the Liverpool site. I can't tell you how big that is or how many years it would last, but the other two are really in abeyance.

**Mr. Haggerty:** Take it up to Sudbury.

**Mr. Martel:** Look, you don't give us anything from the south and we're not willing to take your garbage.

**Hon. Mr. Auld:** Well, on Friday your attitude was a little different when we were looking at some of the rocks. No, it wasn't you. It was the radio lady—

**Mr. Haggerty:** Look at the jobs you could create up there by—

**Mr. Martel:** It was Mrs. Thompson.

**Hon. Mr. Auld:** Yes. She thought it would be nice, and it wouldn't be a bad idea, to produce some compost and cover up a few of the tailings and stuff.

**Mr. Martel:** But Inco has the solution, you know. You don't even need that. They have a plastic that they can coat the surface with, that keeps the seed embedded until it germinates and works its way through the plastic and can't be washed away. Nobody has had the courage to say to them, "Well gentlemen, you've done it for Copper Cliff and Falconbridge; now why don't you do it for the rest of the area?"

**Hon. Mr. Auld:** They may want to destroy the history.

**Mr. Martel:** They will have difficulty. You and I will never see it.

**Mr. Wardle:** One final point, Mr. Minister. As far as the Lakeview station experiment, will there be an accompanying experiment on the separation of garbage at the home level? I've suggested before, and I have in other forums, that a coloured bag system be used—a yellow bag for certain types of garbage and green for another. Would this not have to be part of that whole experiment so whatever goes in there is the type of article they can use without any further expense and separation?

**Hon. Mr. Auld:** Metro is responsible for the disposal. The boroughs are responsible for collection. Some of the boroughs have, as I recall it, various experiments going on or proposed to go on. It seems to me that Toronto is talking about, in certain areas, separate collection of newspapers as opposed to having people put them out and putting them in a different part of the truck, which didn't work very well the last time.

**Mr. G. Nixon (Dovercourt):** Pardon me, Mr. Minister. Newspapers are collected once a month in the city of Toronto. They are picked up, in bundles, one Wednesday each month. I think it's working pretty well too because I notice on the street where I live there are quite a few papers put out in bundles.

**Hon. Mr. Auld:** Well, I think there are various boroughs that are trying various things and I think that's kind of encouraging. It will be a trial and error operation. I think it's fair to say that. It's fortunate and I still think that it's primarily triggered by the problem in Metro, because this problem has existed in other places in the province before but never got the kind of coverage that it has around here. There has been a greater interest on the part not only of individual, relatively small groups in the public, but also municipal people. They are looking at the economics—both the returns from salvage and the reduction in their own handling costs. I think we'll see a lot more experimentation and I'm inclined to think that we'll find a variety of systems that will apply in various places because of local conditions.

**Mr. Wardle:** It seems to me, Mr. Minister, the average household puts out the garbage and does not worry just what happens to it. All they know is that they put it out and someone takes it away and as far as they are concerned, that's it. And I'm just wondering if there is any way of requiring garbage to be put out in different coloured bags.

Are people really seriously interested in creating steam power from garbage and recycling in that particular way? It seems the experiment in Burlington was not too successful. It started off very well but then the public seemed to lose interest. Now if you are going to have a successful system of generating steam from garbage, it seems to me you have to have full public participation from the homeowner all the way down along the line. And how do you create that sort of feeling—that this is a necessary thing to do in order to create the desirable end, to cut down on the disposal of waste?

**Hon. Mr. Auld:** I think it comes about because of the discussion being newsworthy and the media covering it. I think that it is happening. Currently municipalities can, by bylaw, require people to put the different things out at different times. But, of course, unless there is general acceptance, I don't know how you can police it. I can think of people on Hartley St. in Brockville who don't always wait until the spring and fall collections of rubbish for secreting things in the bottom of the garbage, like bits of rock and one thing and another just to get them out of the house.

How you can ever police that I don't know, and one of the difficulties if you get into a very sophisticated system is if somebody puts the wrong stuff out it really—well, it interferes with the process considerably.

**Mr. Wardle:** I can imagine.

**Mr. Good:** It sure louses it up.

**Hon. Mr. Auld:** That's a good compromise, Ed.

**Mr. Good:** Mr. Chairman, one impression that was given earlier that I think should be corrected is that regarding Metro's agreement with Pickering. Pickering can dispose of only 350,000 tons of garbage on that site and they have already put in over 10 per cent of that. It's not an unlimited agreement.

**Madam Chairman:** Thank you, Mr. Wardle and Mr. Good. We now have Mr. Martel.

**Hon. Mr. Auld:** At last!

**Mr. Martel:** Mr. Minister, years ago when I first came to this madhouse—

**Mr. G. Nixon:** What is this?

**Mr. Martel:** —when I first came to this madhouse—

**Hon. Mr. Auld:** Run by the inmates.

**Mr. Martel:** Right. The only institution run by the inmates. In northern Ontario we have a lot of problems—we still do by the way—with unorganized townships and disposal sites for these. With some prompting at that time and a number of meetings some \$500,000 was given to the Department of Lands and Forests of the day for sites in unorganized townships. I've always opposed them having that responsibility because, in fact, they don't have the staff or the equipment to do it.

Every year I have had about four of these in my riding. This problem isn't unique to my riding. We have to prompt the Ministry of Natural Resources to get out and take a look at these sites and they order equipment from some other department which then goes in and fills the sites in. They're a terrible, terrible mess.

I want to know why, in God's name, that still remains with the Ministry of Natural Resources which doesn't have the proper people to ensure that they are being adequately looked after. Why isn't it in your bag? I heard you tell my colleague you didn't want any more but I simply don't think this can go on. If your people have the expertise in finding landfill sites, and that's what it's going to be because it's small, then why does it remain with the Ministry of Natural Resources?

**Hon. Mr. Auld:** Well, technically, because they do all the things that a municipality might do in unorganized territory because most of it is Crown land. It seems to me that there is an agreement—and I read a memo about it a few weeks or a couple of months ago—that, in the new region of Sudbury, there are six sites that the Ministry of Natural Resources was running and is going to run until the end of the year and then Sudbury is taking them over. Is that correct?

**Mr. Martel:** That doesn't include the ones in Rutter; it doesn't include the one in Awrey township. It doesn't include the ones in other unorganized municipalities. If you recall, I recommended very strongly when regional government came in that you go to the French River. You people didn't but you will; in just another two years and you will go. But in the meantime I get the phone calls. I phone the Ministry of Natural Resources regularly because these aren't being adequately looked after. They're not in the garbage business; they're in natural resources. They're looking after those particularly in the summer months and in the spring; when

they're really busy, they can't deploy men who are doing a responsible job with the Ministry of Natural Resources, with tourism and the whole business—and you know it because you were in Tourism. You can't be taking people from the Ministry of Natural Resources to look after bloody garbage dumps, without equipment, without expertise.

**Hon. Mr. Auld:** I think their budget now is something like \$1 million in the—

**Mr. Martel:** Even if it's \$1 million, Mr. Minister, they use most of that, as I understand it, to rent equipment or in order that the Ministry of Transportation and Communications will use its equipment, or to get some equipment in to fill them in.

**Hon. Mr. Auld:** To meet our requirements.

**Mr. Martel:** To meet your requirements. But they don't have the proper staff. You've got Mr. Wells and he has staff in North Bay who, when he's driving to Sudbury to see the landfill site, could in fact hold that responsibility. I could send you the pictures that I sent to Leo over it, where these dump sites become so bad, there are carcasses of animals left there. The stuff is deployed all over the place, on the roads, every conceivable place. They are just an atrocious mess.

**Hon. Mr. Auld:** Some of them are actual sites operated by Natural Resources, which by and large are operated reasonably well.

**Mr. Martel:** Oh.

**Hon. Mr. Auld:** And a lot of them are just sites that somebody decided on and you can't stop people dumping there. I think we really don't know how many there are. We had 2,200 in southern Ontario that we knew about and we reckon there are about the same number in the north. How many of those are officially designated and how many aren't, I really couldn't tell you.

**Mr. Martel:** But it is a growing problem.

**Hon. Mr. Auld:** Oh sure it is.

**Mr. Martel:** And they are so badly looked after. You people have waste management under your jurisdiction and that is waste management. What in God's name is it doing? The trouble with your whole ministry is that you are limited. I mentioned it during the section on the environment. You go to the gate of a plant in the Ministry of Natural Resources, particularly when mining takes over. The Ministry of Health has certain people involved in the environment.



How in God's name can you have maximum efficiency in combating the job that your ministry is primarily responsible for, when you are watered down everywhere?

**Hon. Mr. Auld:** As I said before, I don't entirely agree with you, because if we were to be involved in all those fields we would be duplicating to a great degree the efforts of the other ministries which have other things to do in terms of mine safety and stuff, than just—

**Mr. Martel:** You will notice in mine safety that the committee—I read the reports—that just finished the recommendation on the Workmen's Compensation Board, has recommended that mine safety go to the Ministry of Labour, which I have been saying for the last five years, because they are not doing a job there.

**Hon. Mr. Auld:** But that still doesn't relate to what you are talking about, about us—

**Mr. Martel:** Sure it does.

**Hon. Mr. Auld:** —monitoring the health end of things inside the plant.

**Mr. Martel:** There are advisers, people who have the expertise, like Tidey and Sutherland and Mastromatteo and these people—

Interjection by an hon. member.

**Mr. Martel:** No, I know, but he was. Mastromatteo, I understand, is going to Geneva, maybe for two years, which will be a real loss to this province, I'll tell you. It's all in segments and I just don't know how you cope. There are no barriers for polluted air and yet there are artificial barriers strung up which prevent your people from doing the job they should be doing if they are going to go right to the source of the problem. It's the same here. Natural Resources does not have the staff or the skill. They are sending out some man, like Jim Shepherd maybe, to go and see how bad it is. Jim is a first-rate man in the biology end or the hunting end of Natural Resources, but they have nobody skilled or even remotely trained for that sort of job.

**Hon. Mr. Auld:** Ah, but I think you will find that we run seminars or classes, or training anyway, for Natural Resources people who are indicated as being responsible for the operation of these things and you don't have to be—

**Mr. Martel:** And they get—

**Hon. Mr. Auld:** —if you'll excuse me, you don't have to be a civil engineer to run a proper landfill.

**Mr. Martel:** No, except that you have got to have people in the spring, and that's when Natural Resources are busiest, in the spring, and in the summer. The whole thing is just, that's the tail end, and they don't do it deliberately, because the second I call they've got a man out there. But just as sure as God made little green apples, I'll get two or three calls from the Awrey dump every year. I'll get them from the Estaire dump. These are all still outside the boundaries of the regional municipality of Sudbury.

My point is that you have this role in your ministry, and I am saying that you should just say to government, "Look, put it where it belongs," if we are going to be responsible for the environment of this province—because it is becoming a disgrace in northern Ontario where you see garbage all over in the bush, and it is a real health hazard. It is a hazard for kids who are out playing, it is a hazard for the hunters whose dogs are going across some of this glass that is deposited all over. There has just got to be some place where it is all put together.

You just water down the programmes that you are attempting to do because you will zero in on one specific area of this, with Metro, or Pickering, or the landfill site in Hanmer township. But you have got this great mass in northern Ontario, four-fifths of the province, that then comes under the Ministry of Natural Resources, which simply gets an allocation of money which they use—almost transfer payments to pay another department to use their equipment to go in when they are notified to make sure it is adequately looked after.

From the beginning, even though I urged the government to put money into it and they finally did—\$500,000 the first year, and that was much appreciated—I always opposed the department that's had it. That isn't Natural Resources' function; that is a vastly different function. This is the Ministry of the Environment's function, Mr. Minister.

I realize the magnitude of the problem because, as you say, there are all kinds of little dumps being developed—people dump it at night. But just to show you a couple of examples: I have recently had to go to Natural Resources because one of the people was

hauling night soil and, because there was no place to get rid of it, took it down to the dump in Awrey and dumped it there. They found out who it was; there should have been charges laid against the beggar. You don't take night soil to a landfill site for people who live in an unorganized township; there are 165 families around there. But Natural Resources don't have any teeth. That legislation for that sort of abuse comes under your ministry, doesn't it?

The Ministry of Correctional Services, by God, tore down some houses in Burwash and took them over to the dump that Natural Resources had in Estaire, an unorganized municipality—wouldn't allow it to be dumped in their own dump site in Burwash at the institution, so you take it over to the citizens I represent in Estaire and you dump it in theirs. Then there is a real onslaught of bear shooting then and you have the problem that those people face with bears coming in, especially in the spring when food is short and they've just come out of hibernation. The people are petrified because it is not looked after properly, and it is a serious problem.

**Hon. Mr. Auld:** Why would bears be attracted to lumber?

**Mr. Martel:** Well, there is other garbage there. Estaire has a dump site and it was being dumped in Estaire's dump site and finally they got a new dump site because it was so bad. But the audacity of the Ministry of Correctional Services not to put the material left when the houses were demolished in Burwash in the dump site for Burwash, but to haul it over to an unorganized municipality and put it in their dump site was something I have never been able to understand. We had to go to McNie to get them to at least prevent it from being scattered around the way it was, and I also have photos of that.

**Hon. Mr. Auld:** It almost sounds as though the—Syl will kill me, but the Correctional Services people are like everybody else. They want to take it somewhere else.

**Mr. Martel:** Take it somewhere else. And the unorganized townships are a prime target. Imagine hauling truckload after truckload of night soil until somebody from Estaire phones me here in Toronto and says, "Look, they are hauling this stuff and we can't get anybody to move." Well, when I phoned, the ministry really got on it. That isn't their job though, and I don't blame them. Because in the spring, as I say, Natural Resources, particularly the lands and forests aspect of it, are so busy

getting ready for the summer that it is really irresponsible to give them that job.

**Mr. Good:** Are these sites licensed by the Ministry of the Environment?

**Mr. Martel:** Yes. They go on Crown land and they are approved by the Ministry of the Environment—

**Hon. Mr. Auld:** Their sites have to meet the same rules as everybody else and meet them to the same degree that everybody else does.

**Mr. Martel:** But it has always been in the wrong ministry. It is your bag.

**Hon. Mr. Auld:** Well, the only thing I can tell you really is that we have had some discussions with Natural Resources about this.

**Mr. Martel:** Well, it is very difficult. I realize it is difficult, but I just sympathize with the boys that I know in Natural Resources because they really try. But as I say, come spring there is just no way; that is the last end of the job. They are out scaling logs and they are out doing any variety of jobs preparing for the summer, getting their equipment out and testing it.

**Hon. Mr. Auld:** It seems to me that the item in their budget that covers this is pretty close to \$1.5 million.

**Mr. Williamson:** It was \$1 million last year. I am not quite sure what it is this year.

**Hon. Mr. Auld:** Oh, I guess I am talking about next year's.

**Mr. Martel:** You have the staff and that's their job.

**Hon. Mr. Auld:** I would hate to tell you that if we got into this we would require additional staff because, frankly, we don't have enough staff to cover the responsibilities we have now the way we would like to.

**Mr. Martel:** Yes, I know. Trying to get hold of Mr. Wells is very difficult because—how far does his territory go, North Bay right through to the Manitoba border, or something like that?

**Hon. Mr. Auld:** He has a substantial one.

**Mr. Martel:** It's too big. I want to tell you he is doing an excellent job in my opinion. There is—I am going to be very frank—a Tory trying to get him.

**Hon. Mr. Auld:** Perish the thought!

**Mr. Martel:** Right.

**Mr. N. G. Leluk (Humber):** Terrible!

**Mr. Martel:** There is a dump site, a landfill site in the Sudbury area, in Hammer, in Valley East township to be specific.

**Hon. Mr. Auld:** Oh, you told me about this.

**Mr. Martel:** Right. And the reeve, or the mayor, who is champing at the bit to run, who is trying to make a name for himself, wants—

**Hon. Mr. Auld:** Do you think he can be successful?

**Mr. Martel:** No, no way. He is just wasting his time. But he tried to get his council to move a motion to have this ministry fire Mr. Wells for not looking after the landfill dump in Valley East. I have been over to see it four or five times and it was very well kept. I talked to Wells' assistant, because it is too hard to get hold of him. The territory is just too vast for one or two people.

**Hon. Mr. Auld:** I can't disagree with you.

**Mr. Martel:** I am concerned that Wells might have people kicking about him simply because he has got too much territory. How many staff are there in there? In North Bay?

**Mr. Williamson:** Three or four.

**Mr. Martel:** Four, and they cover four-fifths of the province.

**Mr. Williamson:** We have also got three in Thunder Bay.

**Mr. Martel:** And three in Thunder Bay? Wells is under both districts then?

**Mr. Williamson:** That is correct.

**Mr. Haggerty:** You mean there is an overlapping?

**Mr. Martel:** Holy smokes! This government has never been attuned; they have never realized the distance in northern Ontario.

**Hon. Mr. Auld:** How much do you want to put the taxes up?

**Mr. Martel:** Look, buy him an aeroplane then. Let him use Rene's air force instead of driving from North Bay to the Soo, to Wawa, to Thunder Bay.

**Hon. Mr. Auld:** Well, I assume en route he has a few things on the ground. I shouldn't put it that way.

**Mr. Martel:** Sure.

**Hon. Mr. Auld:** But he—

**Mr. Martel:** His wife wouldn't want to hear that!

**Hon. Mr. Auld:** —makes a few inspections.

**Mr. Martel:** That's possible. He could fly to Sudbury which is 80 miles; then the next hop is 200 and something to the Soo.

**Hon. Mr. Auld:** There aren't too many places to land to inspect sites there. Most of those sites really aren't good to land on.

**Mr. Martel:** Where?

**Hon. Mr. Auld:** The various sites, say, between Sudbury and the Soo.

**Mr. Martel:** Why not? Blind River has a place to land.

**Hon. Mr. Auld:** As I say, there are a great many but they are not all close to airports.

**Mr. Martel:** Oh, come! I am not talking about a plane on wheels; I am talking about one of those Otters we were sitting in on Friday. We landed all over. We had no problems.

**Hon. Mr. Auld:** As a matter of fact, for the benefit of the other members of the committee, we had a great advantage because the idiot microphone kept cutting out.

**Mr. Martel:** Yes. The by-play was great. I think you should look at that. I found that even when we talked to people in this department, for the longest time we had one rehabilitation officer from North Bay to Sudbury to Sault Ste. Marie to Wawa. This government never seems to recognize distance is a major factor. The efficiency of any small staff is greatly reduced. There is a tendency to look at the number of sites and compare them to the number of sites in southern Ontario, without taking distance into consideration, and cause a man to drive. If he is going from the Soo to Thunder Bay all day long, he might not have inspected one site.

**Hon. Mr. Auld:** No question about it. I have 17 sites in my riding, which is about 1,000 square miles. But they get a lot of use too. It's a problem and I'm frank to admit it. You have to figure out your priorities in air and water and solid waste and noise and all the other things.



**Mr. Martel:** Well, I would hope you would look at any criticism you might get of him very carefully, because I think he does an excellent job.

**Hon. Mr. Auld:** I've never had any criticism about it.

**Mr. Martel:** As I say, there was an attempt to get the council—and I was playing games there, too—to unload him. And I have enough people on council there that no one would move the motion.

**Hon. Mr. Auld:** We have had, I think it is fair to say, a fair number of complaints from councils about our staff, mainly because they were too efficient.

**Mr. Martel:** Well I have no complaints about that. That's the second problem. The third problem: a number of years ago George Kerr indicated he would give the city of Sudbury 50 per cent to undertake studies to resolve the problem of disposal there. We have a different type of problem. It isn't space, it is a lack of gravel and so on, or fill, which is acutely short in the Sudbury area. Has the city ever applied for funding to undertake a study?

**Hon. Mr. Auld:** It is under way.

**Mr. Martel:** You are paying 50 per cent of it are you?

**Mr. Williamson:** In this case the province is actually paying two-thirds, because as well as the Ministry of the Environment, the Treasury and Economics—

**Mr. Haggerty:** You did better than we did.

**Mr. Martel:** We really did better. We are doing well. Finally, you might ask Mr. Jessiman about the problem of unorganized dump sites and why your ministry should have it instead of the Ministry of Natural Resources.

**Hon. Mr. Auld:** I don't have to ask him; we've discussed this.

**Mr. Martel:** I hope you join with me here, James.

**Hon. Mr. Auld:** He says that the problem is worse in the northwest than it is in the northeast, isn't that right?

**Mr. Martel:** I'm saying that the Ministry of Natural Resources should not be responsible for dump sites in unorganized townships, but in fact should come to this ministry.

**Mr. J. H. Jessiman** (Fort William) We should ship it to Toronto.

**Mr. Martel:** Well, along with everything else they want down here, they can have the garbage. But I just hope you will agree with me that to police it properly it is going to have to come under you and not Natural Resources.

The other thing is that for a number of years I've been talking about disposable items, which seem to contribute to the problem. I'm not talking about bottles. I'm talking about disposable items such as baby diapers, etc., etc. They seem to be coming on the market more and more, and they must be having a tremendous effect on the ability to cope with waste. Is there any study being done as to the quantity of this and the cost—

**Hon. Mr. Auld:** I don't know that we have any figures—it's more cellulose and the cellulose content of garbage keeps going up. I don't know that we've ever gotten into that kind of detail. Have we?

**Mr. Williamson:** We are doing a study at the moment, sir, on just what contribution disposables and packaging in general make.

**Hon. Mr. Auld:** But have we zeroed in on disposable diapers?

**Mr. Martel:** I'm just using that as one example. They've got disposable dresses.

**Hon. Mr. Auld:** And sheets and the whole thing.

**Mr. Martel:** And it is going to lead to a serious problem.

**Hon. Mr. Auld:** I was getting my annual medical for the first time in three years last week and I was interested in the amount of stuff—blood tests and this sort of thing—everything in the hospital seems to be disposable with the exception of the patients.

**Mr. Martel:** Well, some of them are, too.

**Hon. Mr. Auld:** Well, you will have to ask Ed about that.

**Mr. Martel:** Yes, he looks after a few, he buries some of those that are—

**Hon. Mr. Auld:** Part of it I suppose is the feeling on the part of the people and professional people about the contamination problems, and I guess the other part is the labour costs. But it is really quite surprising what is happening in the medical field. The

whole pattern in society seems to be toward disposable items.

**Mr. Martel:** The Japanese have a disposable car now, haven't they? I think so. When they buy, they anticipate it will only last a year or something like that and they just take it off to the garbage heap.

**Hon. Mr. Auld:** There's nothing awfully new about that.

**Mr. Martel:** I understand their cars probably are better than ours except that line. I understand it is so bad that they use them for about a year—there is no trade-in value—and they simply dump them some place and go and buy a new one.

**Mr. Good:** They call them Firenzias.

**Mr. Martel:** The other thing I have raised in the past is dyes. Now your people tell me that dyes in tissues and so on—and I have raised this for two consecutive years now—contribute greatly to the sewage problem, that the leaching of the dyes from the tissues and so on creates a real problem in water management.

**Hon. Mr. Auld:** Oh, you mean toilet paper?

**Mr. Martel:** Toilet tissue—any type of Kleenex. I am told it creates a problem.

**Hon. Mr. Auld:** Well, I don't know that that really gets into solid waste disposal, and I don't think it is any significant problem as far as other—

**Mr. Martel:** Well, it leaches out of solid waste and gets into water courses.

**Hon. Mr. Auld:** There would be a similar content in dyes in tissue as there would be in a lot of other things. It isn't a new problem.

**Mr. Martel:** No, it's not, but I don't know if there is anything being monitored to see what the effects are on water courses and so on, but I am told it does create a problem.

**Hon. Mr. Auld:** As far as solid waste is concerned it isn't. It is a part that is duplicated from other things in the whole question of the standards we have to set for landfill, leaching and tiling and, in some cases, treatment plants to treat the leachate.

**Mr. Martel:** Provided all of them are meeting the criteria you establish. There are many old ones that aren't, though. I know that you have closed a couple in Northern Ontario.

In fact, the water from my own municipality is one of them. I was delighted to see that you forced them to close their dump site because when it rained the water was coming off the garbage and getting into a stream that eventually ends up in the Vermillion River.

**Hon. Mr. Auld:** We have come across some that were closed years ago and have become a problem. The most recent one, at least the one that has gotten the most coverage, is the one in Mississauga that was so well covered that the methane couldn't percolate through the ground in the normal course and was going out through the soil and killing people's vegetation.

**Mr. Martel:** Well, as I say, I have read that is a problem in many jurisdictions.

**Hon. Mr. Auld:** I read about one in England that was reported in the press as being a Vesuvius. It had been covered for 20 years, and all of a sudden it caught fire underground.

**Mr. Martel:** Well, as I told you the other day, we have the only river that burns, so it is nothing unnatural.

**Hon. Mr. Auld:** Make the best of it, make it a tourist attraction.

**Mr. Martel:** One final point: We are talking about glass. When I was critic of Highways, I read articles about the use of crushed glass in highway construction.

**Hon. Mr. Auld:** They were using glass as an aggregate in their asphalt to try out its wearing abilities, compared with traprock.

**Mr. Martel:** Have you people looked into that at all as a way of getting rid of some of the glass, the stuff that Ed showed? We talk about returnable bottles for beer and pop, but if we start looking at pickle jars, jam jars and so on, there are probably more of them around than pop and beer bottles. Is it feasible to utilize that in place of gravel which is becoming short?

**Hon. Mr. Auld:** We haven't subsidized any research in this field, but we are aware of a number of firms that are looking at a whole variety of things—cement from potash, glass aggregate in building blocks and stuff like that. Basically there has been a lot more interest in recent years in reusing some of these materials because of the economics and there is a lot going on.

**Mr. Haggerty:** In recycling, there is money to be made by industry if they can get the quantity.

**Hon. Mr. Auld:** Well, you need a large enough quantity and to have it in a place close by where you can use whatever you are proposing to reclaim.

**Mr. Haggerty:** I was thinking about the pollution controls they have at the paper plant in Thorold, where they reclaim the solids going down part of the old canal through the city of St. Catharines. I believe they remove a certain chemical—

**Hon. Mr. Auld:** Vanillin?

**Mr. Haggerty:** That's right, and I believe it is worth a bit of money; so it pays off too.

**Hon. Mr. Auld:** It's the artificial vanilla that most people buy.

**Mr. Bounsall:** That one plant supplies the whole Canadian market now, I believe.

**Hon. Mr. Auld:** But there isn't anything new in that. Howard Smith in Cornwall was processing vanillin 15 years ago, I guess; but I don't know the process because there is a variation in papermaking and various things that are used.

**Mr. Haggerty:** They have spent millions of dollars down there in this recovery plant and it is paying off.

**Hon. Mr. Auld:** Oh, sure.

**Mr. Martel:** Mr. Minister, I was hoping to get some concession from you that you would take a very serious look at taking over a little more work in the dump sites in unorganized townships in northern Ontario.

**Hon. Mr. Auld:** It is being reviewed in the policy field.

**Mr. Martel:** Well, that could be five years from now.

**Madam Chairman:** Mr. Haggerty?

**Mr. Haggerty:** Thank you, Madam Chairman. I would like to ask the minister what progress is being made in removal of derelict automobiles in the province.

**Hon. Mr. Auld:** Well, we got three different projects going this summer, one in the Ottawa Valley, one in the Soo and one in Thunder Bay. We have agreements with the municipalities on this. I can't tell you, because we haven't finished them—they are still going on. At Thunder Bay, my note says, the

project is moving along very well. The city of Thunder Bay has awarded a contract for the collection of derelict motor vehicles at a cost of \$9.50 per derelict motor vehicle. The city receives \$6 per ton from the processor for the derelict vehicle. And what is there—about 1½ tons in a vehicle? We are picking up any deficit. And we are paying \$2 is it? We are paying Thunder Bay \$2 so that when the thing is over we'll settle up the accounts.

**Mr. Haggerty:** The reason I asked the question, Mr. Minister, is that coming to Toronto this morning I counted four trucks on the road bringing in cars that had been crushed or compacted. You get maybe 20 of them on to a truck chassis, and they carried American licence plates. Now where do they dispose of them here in Canada?

**Hon. Mr. Auld:** They would have come through the Niagara Peninsula. There are a couple of firms in Niagara Falls, and the price of scrap being what it is—and the closest place where they use scrap which is Hamilton—

**Mr. Haggerty:** Well they were coming into Toronto with these.

**Hon. Mr. Auld:** That's unusual because I don't think—

**Mr. Haggerty:** I met them outside of Oakville.

**Mr. Drowley:** They might be shredding them here and then taking them down.

**Hon. Mr. Auld:** Oh yes, there is a firm here that has a shredder as opposed to the James Bond thing, the baler. I can't remember the name of the firm. Wherever the truck was going, I would assume it was Hamilton, it would be worth his while. He gets more for them shredded than the cost of hauling from Hamilton to here and then hauling the shredded material back. Do you have anything on that, Wes?

**Mr. Williamson:** No, but that is correct. Of course when they shred they can also remove the upholstery and the other metals because they can pull it out with a magnetic separator.

**Hon. Mr. Auld:** So they get a better price for the—

**Mr. Williamson:** Right.

**Mr. Haggerty:** Well, doesn't it put your department in kind of an embarrassing situation to look after scrap metal from the States?



They bring it over here by truckload after truckload. If you go through the whole Province of Ontario you'll see thousands of abandoned automobiles lying around in the countryside, and yet you do nothing to clean it up. It keeps Ontario "beautiful".

**Hon. Mr. Auld:** The problem again is economical. We're not engaged in projects in Metro, for instance, because by and large the market is here and most of them get collected. There are problems finding collecting points for the odd automobiles lying around and it isn't worth anyone's while to haul it anywhere. The real problem is when vehicles are widely scattered and haulage is a major consideration. For example, haulage from Thunder Bay to Toronto, because Algoma doesn't use scrap. Only three firms use it—Stelco, Dofasco, and is it Atlas?

**Mr. Haggerty:** I thought they brought it by pellets from Thunder Bay, but they bring it as used scrap.

**Hon. Mr. Auld:** Used scrap.

**Mr. Haggerty:** Sure.

**Hon. Mr. Auld:** And so the problem is really an organizational one and will probably require some subsidy depending on the price of scrap. In areas a great distance from Hamilton the freight charges again are prohibitive. We came to the conclusion last year—when we did the original survey—of deciding to find collecting points and then organizing the baler to come at a certain time when there are enough flattened automobiles to bale and save money that way. Well, there are really three ways to deal with them. The kind you generally see are the ones that have just been flattened.

**Mr. Haggerty:** Flattened, that's right.

**Hon. Mr. Auld:** And there's another process with—

**Mr. Haggerty:** They can put them into a cube.

**Hon. Mr. Auld:** —you take the wheels off and the radiator, battery and motor out and squeeze the rest of it into a little square. And then there's the relatively new process of shredding, which is really quite similar to dealing with garbage, whereby you grind it up and then it's easy to separate the magnetic part from everything else. You get a better product and price for it.

**Mr. Haggerty:** What results have you had from your regulations? The regulations

you send out to each municipality stating there can be only two or so cars in a yard. What results have you had from that regulation? Has there been a general clean-up throughout the province as a result?

**Hon. Mr. Auld:** I would say it's too soon to say. Again, we haven't made any major effort with our own staff to enforce it.

**Mr. Good:** Madam Chairman, may I ask a question? We are still to deal with the legislation, Bill 171, which deals with abandoned automobiles, is it?

**Hon. Mr. Auld:** You mean the amendments that are in the House at the moment?

**Mr. Good:** Yes.

**Hon. Mr. Auld:** There's one amendment among them that involves clearing the titles.

**Mr. Good:** What I'm asking now is this—on your experimental areas, Sudbury, Thunder Bay—

**Hon. Mr. Auld:** Algoma, Thunder Bay and Renfrew county.

**Mr. Good:** —how do you operate in those areas? Do you presently have compulsion—

**Hon. Mr. Auld:** In the case of Thunder Bay we have an agreement with the city whereby we undertake to do certain things in terms of making sure they don't lose any money. We require them to call tenders, which they did, and award to the lowest bidder. The contractor is required to assure the city and, in turn, assure us that he has acquired title to the vehicle.

**Mr. Good:** What I'm asking is—can you make a fellow give up his vehicle at present? You can't, without that legislation, can you? A fellow who has three or four cars sitting in his shed—

**Hon. Mr. Auld:** At present we can require him, if he has more than two vehicles, to get a licence from us for a disposal site. To get that, he has to build a proper disposal site in his yard. But the major part about the title is not yet in the Act. I trust that the House leader has indicated that as soon as we finish our estimates we will get into a second reading, because there are a number of things in that bill holding us up in certain areas and not just this one.

**Mr. Good:** Very good. With the ice-fishing season coming on, you had better get into it.

**Hon. Mr. Auld:** Pardon?

**Madam Chairman:** Mr. Haggerty.

**Mr. Haggerty:** Yes, I would like to continue with the solid waste from the industrial complex in the Province of Ontario. I want to know just what control the minister has over, say, slag in that certain industry. One in particular is Union Carbide in Welland, where they take it out and dump it into a pile and it blows on to the adjoining properties. There is no control over it whatsoever.

**Hon. Mr. Auld:** Well, if it's inert, it can be put—

**Mr. Haggerty:** This would be slag from a furnace.

**Hon. Mr. Auld:** —just about any place. If it isn't, it has to go in a place that we designate. As far as dust is concerned, if there is a dust problem—

**Mr. Haggerty:** There is a certain amount of dust. There is a certain amount of dust that does come off it through heavy winds and that, you see.

**Hon. Mr. Auld:** Again, depending on the severity, we can deal with that in terms of requiring it to be covered or wetted, or something like that. Do you want to expand on that?

**Mr. Williamson:** It is sort of a shadowy area as far as whether or not inert material is concerned, because inert materials are exempted from our regulations. But if it is causing a dust problem, yes, we could take action.

**Mr. Haggerty:** I had a complaint on it from the area about a year ago. I think I did bring it to the attention of the minister a year ago. The other matter that I have concern about is what provisions are there now that are going to protect the people living along the shores of Lake Erie from the development that is going to occur at Nanticoke? I am talking about Stelco and the one at Port Dover. In fact, I mean, what do you do with the ashes now from the Hydro generating station at Nanticoke? Where is this disposed of? How do you dispose of the ashes?

**Hon. Mr. Auld:** Hydro has disposed of some of the ashes from Lakeview with some cement company but I assume that it has a site somewhere that it trucks them to. I am afraid I can't tell you exactly where it is.

**Mr. Haggerty:** At Nanticoke Hydro is not taking it out and dumping it into the lake, is it? Like they used to do with the steel company's—

**Hon. Mr. Auld:** Oh, no! You can't dump anything into the lake under the Water Resources Act without a permit from us.

**Mr. Haggerty:** They can do it if they want to.

**Hon. Mr. Auld:** If you talk to Hydro you will find that it is not always happy with us. When I had Hydro, when I was reporting to the House for Hydro, the basic job I can assure you was we weren't always in agreement.

**Mr. Haggerty:** What will happen to all this slag and so on if Stelco constructs that site at Nanticoke? What will happen to all that slag there? Is the company going to do the same thing that it has done in Hamilton? Bring it from the iron mill and dump it into the bay or into the water there and fill it in? Is this what they intend doing at Nanticoke, too, then?

**Hon. Mr. Auld:** My understanding is that the process that Stelco proposes to use at Nanticoke is a different one from the one that it is using in most of the furnaces in Hamilton.

**Mr. Haggerty:** I imagine —

**Hon. Mr. Auld:** The only thing I can tell you is that if the company has material to dispose of, it will have to dispose of it in an approved location. I really can't tell you tonight, because I don't think we know as yet. The only thing I can tell you is that the effluence that it will be discharging, cooling water and stuff, will have to meet our requirements right off the bat. It will be built in. A lot of studies have been made by our own people and the Ministry of Natural Resources on things like water temperature and water quality, so-called base-line data. At the moment, we have in the water end and in the sewage end, consulting engineers working on sort of background and basic engineering for the services that will be required for the communities and for Stelco. I think Stelco wants to buy raw water from us and we have set—you know, the company knows what the air emission standards are and the water emission standards and will meet them as part of the construction.

**Mr. Haggerty:** What do you mean they are going to buy raw water from you? You mean from the lake?

**Hon. Mr. Auld:** Yes. We are, as you know, planning a fairly large water plant which will supply some of the existing communities and the new community wherever it is.

**Mr. Haggerty:** For supplies in Brantford and areas like this, you mean?

**Mr. Good:** Is it all part of the Hydro expansion?

**Hon. Mr. Auld:** As part of this, Stelco has approached us for its raw water supply. It is more economical for Stelco and for us to do this in one plant rather than two.

**Mr. Haggerty:** In other words, you have no set policy on what Stelco is to do with its waste?

**Hon. Mr. Auld:** Well, we have a policy. We say that if you have any waste that has any hazardous features about it, it can only be disposed of in a site that we approve.

**Mr. Haggerty:** I think you will agree with me then, there is no site in that area to dispose of that waste from the steel industry, is there?

**Hon. Mr. Auld:** I really don't know the area that well.

**Mr. Haggerty:** So the only place that they are going to dispose of it is out in the lake?

**Hon. Mr. Auld:** I would think that that's unlikely but—

**Mr. Good:** They have been doing it in Hamilton for years.

**Mr. Haggerty:** Well, this is the idea. Kick them off at Hamilton and then shove them on Lake Erie and that lake can't afford to have any more residue dumped into it.

**Hon. Mr. Auld:** Mr. Drowley tells me that his understanding is that there isn't any basic steelmaking process in Nanticoke. I don't really know enough about it. All I can tell you is that we have had no application from them for a disposal site or—whether it be in the water or on the land.

**Mr. Good:** Don't you need a permit from a federal department?

**Hon. Mr. Auld:** In certain circumstances, depending on whether you are near a channel or not. But you still have to get from the

province a water lot permit if you are going to do anything in the water. First you need permission from Natural Resources and then from us to fill. And we require that it be inert material.

**Mr. Bounsall:** I understand but I get the feeling from the way you are tending that you would approve with reluctance, if at all, their dumping into the lake.

**Hon. Mr. Auld:** Oh, yes, for a whole variety of reasons. I think Natural Resources would have some reservations themselves.

**Madam Chairman:** Does that complete for you, Mr. Haggerty?

**Mr. Haggerty:** No, I am not—well, it is beyond the hour of 10:30. But I would like to pursue this a little bit further when we have the time to really get into it. I am rather lost that you would allow such a development to occur on two sites along Lake Erie without safety precautions there for the general public. Some place along the line they are going to have to dispose of this waste and there is going to be an enormous amount of it from the steel industry.

**Hon. Mr. Auld:** Well, as I say, we haven't any detailed submissions from Stelco or from Texaco for that matter and Texaco have a proposal for a fairly large—

**Mr. Haggerty:** This is right. I forgot about Texaco. They are the ones who want to locate on Lake Ontario. I guess the people up around Burlington and that area protested so much that they picked a site out in Lake Erie.

**Mr. Jessiman:** What about Reserve Mining on Lake Superior on the Minnesota side?

**Hon. Mr. Auld:** Well, the IJC had been raising that question—and I can't tell you where it stands within Minnesota. They have some problems with the new federal legislation.

**Mr. Jessiman:** I have one question that I want to ask before the time is up, Madam Chairman, along the same line.

**Mr. Haggerty:** Well, I wanted to continue with it there. I was up in the Sudbury basin in that area this summer and I was—

**Madam Chairman:** Mr. Haggerty, it is just about adjournment time and we have to go upstairs to the House, as you know, for the debate. Would you like to yield to Mr.



Jessiman and then continue on Thursday because you are not finished?

Mr. Haggerty: Well, if you want to adjourn at 10:30 then.

Mr. Good: What debate?

Mr. Jessiman: I don't expect this question to be answered tonight but I would expect an answer from you—

Mr. Haggerty: Well, ask it then.

Mr. Jessiman: It must be answered. The Dow Chemical plant at Thunder Bay has been closed by your department because of the leaking of mercury into the stream, the Kaministiquia River. The plant is closed. The mercury is still in the basin of the river. The federal government have just issued a dredging contract to J. P. Porter to dredge the depth of the river down to 28 feet and they take it out and dump it in Lake Superior. The mercury now is deposited in Lake Superior. Do we have no control over this whatever? I mean I realize that it is almost a physical impossibility to go back to square one—

Hon. Mr. Auld: Well, I wasn't aware of it.

Mr. Jessiman: —but I think that you should investigate it and report back to us.

Hon. Mr. Auld: I will, because that's in the water quality end and—

Mr. Jessiman: The fish are contaminated or polluted or whatever you will, I understand, and I would like a report on this.

Hon. Mr. Auld: When did the feds award—this is the federal Public Works?

Mr. Jessiman: Yes, just recently.

Hon. Mr. Auld: They are doing an experimental bit of dredging in Lake St. Clair, that we are aware of.

Mr. Jessiman: All they are doing is taking the mercury and dumping it into the lake. I am saying the fish are out in the lake and I think your department should have a real good look at it.

Hon. Mr. Auld: I'll find out about it. It's news to me.

Madam Chairman: Thank you, Mr. Jessiman. Mr. Minister and gentlemen, tomorrow we are not sitting. We resume on Thursday after the question period if there is no emergency debate. Mr. Haggerty will continue at that time. Is that all right, Mr. Haggerty?

Mr. Haggerty: Fine.

Madam Chairman: Thank you very much. Good night.

The committee adjourned at 10:31 o'clock, p.m.

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